

**CALIFORNIA SPECIAL EDUCATION MANAGEMENT
INFORMATION SYSTEM**

CASEMIS

USER'S MANUAL

2001-02 Edition

**California Department of Education
Special Education Division
Fall, 2001**

PREFACE

This manual is developed for special education local plan areas (SELPA), school districts, county offices of education, and state-operated programs (SOP) for the disabled, that submit student level data via California Special Education Management Information System (CASEMIS). The complete package includes the CASEMIS software and this User's Manual. Both the User's manual and the CASEMIS software are available at the Department's website for download <http://www.cde.ca.gov/spbranch/sed/adminsup.htm>. You may download both products to your PC for your use.

The manual contains necessary and relevant information about the CASEMIS software and the student level database. The software and the manual are generally updated once a year reflecting all new reporting requirements from state and federal agencies. Mid-year revisions or updates are provided to users when needed.

If you are an authorized user (for example: SELPA, district or county office of education or SOP) of the system, you may make copies of the software or the manual for the districts or sites under your jurisdiction. Any unauthorized copy, distribution or commercial use of the software is strictly prohibited.

All features in CASEMIS have been extensively tested with fictitious and actual data. It is, however, virtually impossible to recreate every situation that may exist in the real world. Should you experience a situation when the system fails to perform as expected, please let us know.

We also believe that the system should be beneficial for both the Department of Education and the various education agencies that use it. If you have any suggestions for improving the system or the User's Manual, please let us know. We hope you will find both products useful.

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Chapter I

GENERAL INFORMATION

California Special Education Management Information System (CASEMIS) is an information reporting and retrieval system in special education, developed by the California Department of Education, Special Education Division. The system has been designed to assist the local education agencies (LEAs), special education local plan areas (SELPA's), county offices of education, school districts, and the state-operated programs for the disabled (SOP) that submit student level data to the Department of Education. The system has been in operation since 1987-88 on a voluntary basis, and by 1994-95, all SELPA's and SOPs in California have implemented the system. Since then, CASEMIS has completely replaced all special education enrollment data collection via paper forms.

BACKGROUND

The need for a statewide student level database in special education had been well established by the California Department of Education and the special education local plan areas. A detailed analysis of these needs and a discussion of the benefits and costs of implementing such a system have been documented in a feasibility study prepared by the California Department of Education and was approved by the Department of Finance in 1989 for statewide implementation.

Our past experience had shown that aggregate data lacked the degree of detail necessary to answer various program questions. Every time there was a need for new information that was not available in the existing pool of aggregate data, the Department of Education sent out paper

forms to the LEAs to collect the needed data. These data were fragmented and often inconsistent; therefore, it was difficult for the department to make any meaningful analysis of the data over a period of time.

The need for program information has increased considerably in recent years, and will probably continue to increase in the future. Many emerging issues in special education require data on a large number of program variables and student characteristics that make reporting of data quite complex.

The changes in the data requirements and increasing sophistication in their use have made the traditional data collection process expensive, inefficient, and impractical. Therefore, the Department of Education launched this effort to collect primary data (as opposed to secondary, derived or calculated data) at the student level, rather than aggregate data at the district or SELPA level. This approach enabled the department to address many program questions using the existing pool of data without sending out paper forms to the LEAs. Many program questions are now addressed by the state-developed software, thus eliminating possible variation in reporting complex data by the LEAs. By implementing the system over a number of SELPAs since 1987, we found that the student level data reporting system is as error-free as possible, cost-effective, and efficient in meeting our information needs.

PURPOSE OF THE SYSTEM

The purpose of the system is to develop the capability in the Department of Education and among the LEAs to collect and share accurate and reliable student level data in a timely manner. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. It also provides the Department of Education quality data at regular intervals that can be used for meeting all of our data needs. Specifically, they are:

1. To monitor special education programs in California on a continuous basis and to identify any unusual phenomenon or changes in the program.
2. To seek answers to various program questions by analyzing student level data for better planning, policy making, and administration of special education programs.
3. To identify and research various program issues using the demographic and program variables.
4. To evaluate special education programs against statewide regular education goals in general, and special education goals in particular.

5. To evaluate the effectiveness of special education programs in California with respect to individual student progress, movement to less restrictive environment, and transition to independent living, to the extent feasible.
6. To meet all statutory and programmatic needs for data in special education.
7. To project future needs of students with disabilities in California and help develop strategies to address them.
8. To develop the capability to share special education information between the Department of Education and other state and local education agencies using the latest technologies.
9. To develop special education data standards in California and collect a set of common core data in special education so we can address issues of state-wide and local interest.

The purpose of the system is also to disseminate SELPA-level and state-level information in special education programs.

AUTHORITY FOR COLLECTING STUDENT LEVEL DATA

Both California state and federal laws have given the statutory authority to the Department of Education for collecting necessary data in special education on a regular basis. These requirements are stated in the appropriate code sections of the laws and regulations in order for the department to effectively administer special education programs.

State Law

California *Education Code Section 56601(a) (Part 30)* provides the statutory authority to the California Department of Education to collect special education data, at least annually, in a form and manner determined by the superintendent. It states that,

Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities.... This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

The decision of collecting student level data electronically, twice a year, has been made by the department under this authority.

Several other sections of the Education Code and the Government Code authorize the department to collect data from the LEAs to meet various statistical, fiscal, demographic, and programmatic needs for data in special education in California. All relevant California code sections are presented in *Appendix A*.

Federal Law

Section 1418 of the Individuals with Disabilities Education Act (IDEA) of the federal statutes (*Title 20 U.S.C. Chapter 33*), requires that each state education agency (SEA) collect statistical and programmatic information on students enrolled in special education in order to apply for federal funds. Relevant sections of the U.S. Codes outlining these requirements are shown in *Appendix B*.

GENERAL OVERVIEW OF THE SYSTEM

The system requires that each participating LEA manage a student level data system on a computer. The hardware can be personal computer (PC), minicomputer or mainframe, although the department's support for this system is limited to microcomputer environment. The database can be developed according to the state database structure (see *Chapter II* and *Appendix C*) or the LEA may use their own structure. It is not necessary, nor is it expected, that the LEA have the same hardware or software as the state system. In order to participate in the student level data system, however, some interface between the state system and the LEA system is necessary.

The department provides a software, named CASEMIS (see *Chapter IV*), to the LEAs at the beginning of the year or prior to each reporting cycle. The software, as an option, accesses the student data file maintained by the LEA and copies eligible records from this file to a new file for each reporting cycle. The software verifies the file for any errors, and after the file is verified and determined error-free, then generates a number of reports for the LEA. The LEA examines the reports for their accuracy and then submits to the state a copy of the verified student data file (or subfile created by the system).

The LEAs are not required to fill out paper forms with district or SELPA-level aggregate data. Any new reporting requirements are addressed through annual revisions of the CASEMIS software or periodic updates, if necessary.

Details of the system are discussed in appropriate chapters in this manual.

SYSTEM HARDWARE FOR THE LEA

As indicated above, the Department supports only personal computers (PC) for this system. This means that the LEAs maintaining their system in computers other than PCs must have the capability of downloading their student level data into PC. The software is available for WINDOWS 95 operating environment.

SYSTEM SOFTWARE FOR THE LEA

The LEAs may use any database management software to maintain their student data file. However, CASEMIS will read files written only in DBF format. For your convenience, the tools in CASEMIS software can convert CASEMIS data files written in TXT or CSV (comma separated values) format into DBF format. If your data files are in TXT or CSV format, you may convert the files into DBF format before you can verify your files and generate reports.

If the LEA can not generate a data file in DBF, TXT or CSV format according to the state database structure, the LEA will not be able to use the state software; nor can it submit student level data to the department.

TECHNICAL ASSISTANCE

The California Department of Education provides free technical support to the LEAs as necessary. If you need assistance, please contact the Special Education Division. We will arrange a meeting with your staff at your site and will demonstrate the CASEMIS system on your computer.

We will also look into your existing system and discuss the ways you can participate in the state system without disrupting your current operation.

FURTHER INFORMATION

Questions or inquiries for further information regarding the student level database or the CASEMIS software should be directed to:

Mailing Address:	California Department of Education Special Education Division 515 L Street, Suite 270 Sacramento, CA 95814-3321
Telephone:	Andrew Waskiewicz: (916) 327-3685 Heather McCormack: (916) 327-3651
Internet:	casemis@cde.ca.gov
FAX:	(916) 327-3730

A NOTE ABOUT THE MANUAL

This manual has been written for use by the local public education agencies (LEAs) and the state-operated programs (SOP) for students with disabilities in California. The LEAs include school districts, county offices of education, and special education local plan areas (SELPA). The SOPs include all participating programs for the disabled, operated by various state agencies. The CASEMIS User's Manual can be downloaded from the following website:

<http://www.cde.ca.gov/spbranch/sed/adminsup.htm>

For the sake of convenience, we have used the terms LEA and SELPA to include the state-operated program. Similarly, we have used the term "district" to include the sites in a state-operated program. In some cases we have used both terms. Unless otherwise specified, the terms "LEA", "SELPA", and "district" will apply to both programs.

Chapter II

DATABASE STRUCTURE WITH CODES: 2001-02

The 2001-02 student level database has four data tables: Table A: CASEMIS Student Data Table, Table B: Infant Services Data Table, Table C: Discipline Data Table, and Table D: Alternate Assessment Data Table. The data fields in each table are organized under appropriate categories. Each data field contains the following information: (1) field number, (2) field name, (3) field type, (4) width of the field, and (5) a brief description of the data field, its format, and the codes. A list of the data fields in each table is also shown in *Appendix C*.

Table A (CASEMIS Student Data Table) *shall* contain one record for each student in the database. The uniqueness of a record for a SELPA is determined by the combination of the *SELPA_CODE* and *STUDENT_ID* data fields in the table.

Table B (Infant Services Data Table) *shall* contain at least one record for each infant (age 0-2) in Table A. Table B may contain more than one record, one for each service received by the infant.

Table C (Discipline Data Table) *shall* contain one record for each disciplinary action for a student in Table A. Table C may contain more than one record for a student, if the student is subjected to more than one disciplinary action during the school year.

Table D (Alternate Assessment Data Table) *shall* contain at least one record for each student in Table A, who participates in the statewide alternate assessment. Table D shall contain one record

for each instructional goal in a content area for each participating student. Therefore, it may contain more than one record for each student.

It is important that each data table maintained by the LEA contains **all data fields** with appropriate codes according to this structure. There are **no optional fields** in the state data tables. Please note that the term IEP (Individual Education Plan) includes IFSP (Individual Family Service Plan) and ISP (Individual Service Plan) as applicable.

The LEA data file may include more data fields than those in the state database structure. If the file is in DBF format, the LEA may add other data fields without any restriction. However, if the data file is in text file format (ASCII text) or in comma delimited format or as comma separated values (CSV), the additional data fields **must** be at the end of the state data fields in each record.

Note that the department no longer supports text file format (ASCII text) or comma delimited format or comma separated values (CSV) for a data table within the CASEMIS system. However, the software will allow you to convert files from ASCII to DBF or from CSV to DBF format through the utilities or tools, as long as the files meet the CASEMIS database structure and codes.

If a SELPA or district uses ASCII or CSV file format, make sure that the date field is in CCYYMMDD format rather than MM/YY/DD format prior to converting a table from ASCII/CSV to DBF format.

Table A: CASEMIS Student Data Table				
Num	Field Name	Type	Width	Field Description, Format, and Codes
<i>A. Report Identification</i>				
A-1	REPT_DATE	Date	8	Date of report (MM/DD/CCYY)
<i>B. LEA Identification</i>				
A-2	SELPA_CODE	Character	4	SELPA or state-operated program reporting data (CCCC) Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix E</i>)
A-3	SELPA_FROM	Character	4	SELPA transferred from (If the student is placed by another SELPA for services; otherwise, leave blank) (CCCC) Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix E</i>)
A-4	DIST_SERV	Character	7	District, county office or state-operated program providing the majority of services and/or receiving funds (CCDDDDD) Use the 7-digit county-district code or state-operated program code from the <i>California Public School Directory</i>

A-5	DIST_RESI	Character	7	<p>Student's district of residence</p> <p>(CCDDDDD)</p> <p>Use the 7-digit county-district code from the <i>California Public School Directory</i></p>
A-6	SCH_CODE	Character	7	<p>Seven-digit code of the school of attendance (physical location of the school where the student receives instruction)</p> <p>(SSSSSSS)</p> <p>Use the seven-digit school code from <i>California Public School Directory</i> or <i>California Private School Directory</i></p> <p>Note: If school code is not available, write the first seven characters of the name of the school or location or setting</p>
A-7	SCH_TYPE	Character	2	<p>Type of school of attendance in general Education</p> <p>00 No school</p> <p>10 Public day school</p> <p>11 Public residential school</p> <p>19 Other public school or facility</p> <p>20 Continuation school</p> <p>21 Education clinic</p> <p>22 Alternative work education center</p> <p>23 Work-study program</p> <p>24 Independent study</p> <p>25 Alternative education</p> <p>30 Juvenile court school</p> <p>31 Community school</p> <p>32 Correctional institution or facility</p> <p>40 Home school at parent's home</p> <p>45 Hospital facility</p>

				50	Community college
				51	Adult education program
				55	Charter school (operated by an LEA/district)
				56	Charter school (operated as an LEA/district)
				61	Head Start program
				62	Child development or child care facility
				63	State preschool
				64	Private preschool
				65	Extended day care
				70	Nonpublic day school
				71	Nonpublic residential school – in California
				72	Nonpublic residential school – outside California
				75	Private day school (not certified by Special Education Division)
				76	Private residential school (not Certified by Special Education Division)
				80	Parochial school

<i>C. Student Demographics</i>				
A-8	LAST_NAME	Character	15	Student's last name (CCCCCCCCCCCCCCCC) First fifteen characters of student's last name
A-9	FIRST_NAME	Character	15	Student's first name (CCCCCCCCCCCCCCCC) First fifteen characters of student's first name
A-10	STUDENT_ID	Character	16	Student identification code (CCCCCCCCCCCCCCCC) Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency
A-11	CSIS_ID	Character	10	Student's CSIS identification code (CCCCCCCCCC)
A-12	SSN	Character	9	Student's social security number (CCCCCCCCC)
A-13	BIRTHDATE	Date	8	Student's date of birth (MM/DD/CCYY)
A-14	GENDER	Character	1	Student's gender identification F Female M Male

A-15	ETHNICITY1	Character	3	<p>Student's primary ethnic identification or background</p> <p>100 Native American 201 Chinese 202 Japanese 203 Korean 204 Vietnamese 205 Asian Indian 206 Laotian 207 Cambodian 299 Other Asian 301 Hawaiian 302 Guamanian 303 Samoan 304 Tahitian 399 Other Pacific Islander 400 Filipino 500 Hispanic 600 African-American 700 White</p>
A-16	ETHNICITY2	Character	3	<p>Student's <i>second</i> ethnic identification (if any) (CCC)</p> <p>Use the list of codes in field #A-15</p>
A-17	ETHNICITY3	Character	3	<p>Student's <i>third</i> ethnic identification (if any) (CCC)</p> <p>Use the list of codes in field #A-15</p>
A-18	ETHNICITY4	Character	3	<p>Student's <i>fourth</i> ethnic identification (if any) (CCC)</p> <p>Use the list of codes in field #A-15</p>

A-19	ETHNICITY5	Character	3	Student's <i>fifth</i> ethnic identification (if any) (CCC) Use the list of codes in field #A-15
A-20	ETHNICITY6	Character	3	Student's <i>sixth</i> ethnic identification (if any) (CCC) Use the list of codes in field #A-15
A-21	ELL	Character	1	English language learner T or Y True or Yes, if the student is an English language learner (limited English proficient) F or N False or No, if not or leave blank
A-22	HOME_LANG	Character	2	Student's home language or birth language (CC) Use the two-digit language code from <i>Appendix F</i>
A-23	PLAN_TYPE	Character	1	Type of education plan for special education Services 1 Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) 2 Individualized Service Plan (ISP)

<i>C. Program Information</i>				
A-24	REFR_DATE	Date	8	Date of referral to assess and determine eligibility for special education services (for ages 0-2 only) (MM/DD/CCYY)
A-25	MIGRANT	Character	1	Eligible for or is participating in the Migrant Program (PL 97-35) T or Y True or Yes, if eligible for, or is participating in the Migrant Program F or N False or No, if not or leave blank
A-26	RESID_STAT	Character	2	Student's residential status 10 Parent or legal guardian 20 Licensed children's institution (LCI) 30 Foster family home (FFH) 40 Hospital (except state hospital) 50 Residential facility 60 Incarcerated institution 71 State hospital 72 Developmental center 90 Other
A-27	ENTRY_DATE	Date	8	Date student <i>first</i> entered special education (MM/DD/CCYY)
A-28	LAST_IEP	Date	8	Date of student's last IEP meeting (MM/DD/CCYY)
A-29	LAST_EVAL	Date	8	Date of the latest determination of initial or continued eligibility for special education (MM/DD/CCYY)

A-30	DISABILITY	Character	3	<p>Primary disability category of student</p> <p>010 Mental Retardation (MR)</p> <p>020 Hard of Hearing (HH)</p> <p>030 Deafness (DEAF)</p> <p>040 Speech or Language Impairment (SLI)</p> <p>050 Visual Impairment (VI)</p> <p>060 Emotional Disturbance (ED)</p> <p>070 Orthopedic Impairment (OI)</p> <p>080 Other Health Impairment (OHI)</p> <p>081 Established Medical Disability (EMD)</p> <p>090 Specific Learning Disability (SLD)</p> <p>100 Deaf-Blindness (DB)</p> <p>110 Multiple Disability (MD)</p> <p>120 Autism (AUT)</p> <p>130 Traumatic Brain Injury (TBI)</p>
A-31	SOLE_LOW	Character	1	<p>If the student has a solely low incidence disability (for ages 0-2 only)</p> <p>T or Y True or Yes, if the child has a solely low incidence disability</p> <p>F or N False or No, if not or leave blank</p>
A-32	PRESCH_SET	Character	2	<p>Program setting for preschool services (for ages 3-5 only)</p> <p>10 Early childhood setting</p> <p>20 Early childhood special education setting</p> <p>30 Home</p> <p>40 Part-time early childhood/part-time early childhood special education setting</p> <p>50 Residential facility</p> <p>60 Separate school</p> <p>70 Itinerant service outside the home (Optional)</p> <p>80 Reverse mainstream setting (Optional)</p>

A-33	OUT_REGCLS	Character	3	Percentage of time the student is outside regular class for special education instruction or services during the school day (for ages 6-22 or grade K or higher) (NNN)
A-34	GRADE	Character	2	Student's grade level 01 First grade 02 Second grade 03 Third grade 04 Fourth grade 05 Fifth grade 06 Sixth grade 07 Seventh grade 08 Eighth grade 09 Ninth grade 10 Tenth grade 11 Eleventh grade 12 Twelfth grade 13 12+ grade / Transition 15 Ungraded 16 Infant 17 Preschool 18 Kindergarten
A-35	WORKAB	Character	1	If the student is participating or has participated in the WorkAbility program during the school year T or Y True or Yes, if participating in the WorkAbility program F or N False or No, if not or leave blank

A-36	TRAN_LANG	Character	1	<p>If transition services language has been included in the IEP</p> <p>T or Y True or Yes, if transition services language has been included in the IEP</p> <p>F or N False or No, if not or leave blank</p>
A-37	SERVICE1	Character	2	<p>A primary special education service received by the student, if any (for ages 3-22 only)</p> <p>20 Regular class with accommodation</p> <p>25 Resource services (school-based program)</p> <p>26 Resource specialist program</p> <p>40 Special day inclusion services</p> <p>41 Special day class in public integrated facility</p> <p>42 Special day class in public separate facility</p> <p>43 Special day class in nonpublic school</p> <p>50 Language and speech</p> <p>51 Home and hospital</p> <p>52 Adapted physical education</p> <p>53 Audiological services</p> <p>54 Individual counseling</p> <p>55 Group counseling</p> <p>56 Guidance services</p> <p>57 Occupational therapy</p> <p>58 Physical therapy</p> <p>59 Orientation and mobility</p> <p>60 Parent counseling</p> <p>62 Social work services</p> <p>63 Vocational education training</p> <p>64 Recreation services, includes therapeutic recreation</p> <p>65 Individual and small group instruction</p> <p>66 Vision services</p> <p>67 Specialized driver training</p> <p>68 Psychological services</p> <p>71 Specialized services for low incidence disabilities</p> <p>72 Health and nursing - specialized</p>

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			86	Deaf and hard of hearing services
			87	Respite care services
			90	Transportation
			99	Other special education services

A-38	SERVICE2	Character	2	<p>A second special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>
A-39	SERVICE3	Character	2	<p>A third special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>
A-40	SERVICE4	Character	2	<p>A fourth special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>
A-41	SERVICE5	Character	2	<p>A fifth special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>
A-42	SERVICE6	Character	2	<p>A sixth special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>

A-43	SERVICE7	Character	2	<p>A seventh special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>
A-44	SERVICE8	Character	2	<p>An eighth special education or related service received by the student, if any (for ages 3-22 only)</p> <p>(CC)</p> <p>Use the list of codes in field #A-37</p>

E. Assessment Data

A-45	PARTICIP	Character	2	<p>Student's status of participation in the statewide assessment program (SAT-9) as indicated in the IEP</p> <p>This includes students who are; (1) in grades 2-11; or (2) age 7 or older and in ungraded program.</p> <p>10 To participate in FULL -- without accommodations</p> <p>11 To participate in FULL -- with standard accommodations</p> <p>12 To participate in FULL -- with non-standard accommodations</p> <p>20 To participate in PART -- without accommodations</p> <p>21 To participate in PART -- with standard accommodations</p> <p>22 To participate in PART -- with non-standard accommodations</p> <p>30 To participate in alternate assessment</p> <p>40 Not to participate in the statewide assessment program (i.e., parent exemption)</p> <p>90 Not to participate at all in any statewide assessment program (for students outside the testing group)</p>
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<i>F. Exit Data</i>				
A-46	EXIT_DATE	Date	8	Date student exited special education program or from SELPA (MM/DD/CCYY)
A-47	EXIT_RESON	Character	2	Reason for exiting special education program or from SELPA 70 Returned to regular education or no longer eligible for special education or successful completion of IFSP 71 Graduated from high school with diploma 72 Graduated from high school with certificate of completion or other than diploma 73 Reached maximum age 74 Dropped out, includes attempts to contact unsuccessful 76 Moved, and known to be continuing (transferred), includes transfer to another program 77 Deceased 78 Parent withdrawal 80 Moved, and NOT known to be continuing 81 Received high school proficiency certificate through general educational development (GED) test

Table B: Infant Services Data Table				
Num	Field Name	Type	Width	Field Description, Format, and Codes
<i>A. Report Identification</i>				
B-1	REPT_DATE	Date	8	<p>Date of report</p> <p>(MM/DD/CCYY)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-1.</p>
<i>B. LEA Identification</i>				
B-2	SELPA_CODE	Character	4	<p>SELPA or state-operated program reporting data</p> <p>(CCCC)</p> <p>Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix E</i>)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-2.</p>
<i>C. Student Demographics</i>				
B-3	STUDENT_ID	Character	16	<p>Student identification code</p> <p>(CCCCCCCCCCCCCCCC)</p> <p>Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency</p> <p>Note: This is the same code as the student identification code in Table A: CASEMIS Student Data Table, Field #A-10.</p>

B-4	CSIS_ID	Character	10	<p>Student's CSIS identification code</p> <p>(CCCCCCCCC)</p> <p>Note: this is the same code as the CSIS_ID code in Table A: CASEMIS Student Data Table, Field #A-11.</p>
<i>D. Infant/Related Services</i>				

B-5	SERVICE	Character	2	<p>An infant/related service received by the student</p> <p>21 Infant DIS service</p> <p>22 Infant RSP service</p> <p>23 Infant SDC service</p> <p>30 Family training, counseling, and home visits</p> <p>31 Medical services (for evaluation only)</p> <p>32 Nutrition services</p> <p>33 Service coordination</p> <p>34 Special instruction</p> <p>35 Special education aide in regular development class child care center or family child care home</p> <p>50 Language and speech</p> <p>53 Audiological services</p> <p>57 Occupational therapy</p> <p>58 Physical therapy</p> <p>59 Orientation and mobility</p> <p>62 Social work services</p> <p>66 Vision services</p> <p>68 Psychological services</p> <p>71 Specialized services for low incidence disabilities</p> <p>72 Health and nursing - specialized physical health care services</p> <p>73 Health and nursing - other services</p> <p>75 Education technology services</p> <p>76 Behavior management services</p> <p>77 Assistive services</p> <p>86 Deaf and hard of hearing services</p> <p>87 Respite care services</p> <p>90 Transportation</p> <p>99 Other special education services</p>
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B-6	AGENCY	Character	2	<p>Agency that provides the infant/related service</p> <p>10 District of service/enrollment</p> <p>11 County office of education</p> <p>12 SELPA</p> <p>13 Another district, county or SELPA</p> <p>20 Regional Center</p> <p>21 Alcohol and Drug programs</p> <p>22 Child Development Funded program</p> <p>23 Head Start</p> <p>30 Department of Mental Health</p> <p>31 California Children's Services</p> <p>32 Department of Social Services</p> <p>33 Department of Rehabilitation</p> <p>34 Employment Development Dept.</p> <p>40 Nonpublic agency under contract with SELPA or district</p> <p>50 Other public program</p> <p>60 Other private program</p>
B-7	LOCATION	Character	3	<p>Location where the student receives the service</p> <p>210 Program designed for children with developmental delay or disabilities</p> <p>220 Program designed for typically developing children</p> <p>420 Residential facility</p> <p>430 Home</p> <p>440 Hospital (inpatient)</p> <p>520 Service provider's location</p> <p>900 Any other location or setting</p>

B-8	FREQUENCY	Character	2	<p>Frequency of receiving the infant/related service</p> <p>11 Daily, once a day</p> <p>12 Daily, twice a day</p> <p>13 Daily, three times a day</p> <p>14 Daily, four times a day</p> <p>15 Daily, five or more times a day</p> <p>21 Weekly, once a week</p> <p>22 Weekly, twice a week</p> <p>23 Weekly, three times a week</p> <p>24 Weekly, four times a week</p> <p>25 Weekly, five or more times a week</p> <p>31 Monthly, once a month</p> <p>32 Monthly, twice a month</p> <p>33 Monthly, three times a month</p> <p>34 Monthly, four times a month</p> <p>35 Monthly, five or more times a month</p> <p>41 Yearly, once a year</p> <p>42 Yearly, twice a year</p> <p>43 Yearly, three times a year</p> <p>44 Yearly, four times a year</p> <p>45 Yearly, five or more times a year</p> <p>90 Any other frequency or as needed</p>
B-9	DURATION	Character	4	<p>Number of minutes per session</p> <p>(NNNN)</p>

Table C: Discipline Data Table				
Num	Field Name	Type	Width	Field Description, Format, and Codes
<i>A. Report Identification</i>				
C-1	REPT_DATE	Date	8	<p>Date of report</p> <p>(MM/DD/CCYY)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-1.</p>
<i>B. LEA Identification</i>				
C-2	SELPA_CODE	Character	4	<p>SELPA or state-operated program reporting data</p> <p>(CCCC)</p> <p>Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix E</i>)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-2.</p>
<i>C. Student Demographics</i>				
C-3	STUDENT_ID	Character	16	<p>Student identification code</p> <p>(CCCCCCCCCCCCCCCC)</p> <p>Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency</p> <p>Note: this is the same code as the student identification code in Table A: CASEMIS Student Data Table, Field #A-10.</p>

C-4	CSIS_ID	Character	10	<p>Student's CSIS identification code</p> <p>(CCCCCCCCC)</p> <p>Note: this is the same code as the CSIS_ID code in Table A: CASEMIS Student Data Table, Field #A-11.</p>
<i>D. Discipline Data</i>				
C-5	DSPL_DATE	Date	8	<p>Date of the disciplinary action</p> <p>(MM/DD/CCYY)</p>
C-6	DSPL_TYPE	Character	1	<p>Type of the disciplinary action</p> <p>S Suspension; if suspended</p> <p>E Expulsion; if expelled or transferred to another program</p>
C-7	DSPL_BY	Character	2	<p>The authority that made the decision on disciplinary action</p> <p>10 School or district personnel</p> <p>20 Court order</p> <p>30 Hearing Officer - for likely injury by the student to himself or herself or to others</p> <p>31 Hearing Officer – for any other reasons</p>
C-8	DSPL_DAYS	Character	3	<p>Number of days the disciplinary action is effective</p> <p>(DDD)</p>
C-9	REASON1	Character	2	<p>Primary reason for the disciplinary action</p> <p>10 Possessing, selling or furnishing a firearm (EC 48915(c)(1))</p> <p>11 Brandishing a knife at another person (EC 48915(c)(2))</p> <p>12 Unlawfully selling a controlled</p>

				<p>substance (EC 48915(c)(3))</p> <p>13 Committing or attempting to commit a sexual assault or battery (EC 48915(c)(4) or 48900(n))</p> <p>20 Caused serious physical injury to another person (EC 48915(a)(1))</p> <p>21 Possession of knife, explosive or other dangerous object (EC48915(a)(2))</p> <p>22 Unlawful possession of any controlled substance (EC 48915(a)(3))</p> <p>23 Robbery or extortion (EC 48915(a)(4) or 48900(e))</p> <p>24 Assault or battery upon any school employee (EC 48915(a)(5))</p> <p>30 Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1))</p> <p>31 Willfully used force or violence on another person (EC 48900(a)(2))</p> <p>32 Possessed, sold or furnished firearm, knife, explosive or other dangerous object (EC 48900(b))</p> <p>33 Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (EC 48900(c))</p> <p>34 Selling or delivering material represented to be a controlled substance (EC 48900(d))</p> <p>35 Caused or attempted to cause damage to school or private property (EC 48900(f))</p> <p>36 Stole or attempted to steal school property or private property (EC 48900(g))</p> <p>37 Possessed or used tobacco or nicotine products (EC 48900(h))</p> <p>38 Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900(i))</p> <p>39 Unlawfully possessed, or unlawfully offered or arranged to sell, drug</p>
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				<p>paraphernalia (EC 48900(j))</p> <p>40 Disruption of school activities or willfully defying the valid authority of school personnel (EC 48900(k))</p> <p>41 Knowingly received stolen school property or private property (EC 48900(l))</p> <p>42 Possession of an imitation firearm (EC 48900(m))</p> <p>43 Harassed, threatened, or intimidated a pupil who is a witness (EC 48900(o))</p> <p>50 Engaged in sexual harassment (EC 48900.2)</p> <p>51 Attempted to cause, threatened to cause, or participated in an act of hate violence (EC 48900.3)</p> <p>52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)</p> <p>53 Made terrorist threats against school officials or school property (EC 48900.7)</p>
C-10	REASON2	Character	2	<p>A <i>second</i> reason for the disciplinary action (if any)</p> <p>(DD)</p> <p>Use codes of Field #C-9.</p>

C-11	REASON3	Character	2	<p>A <i>third</i> reason for the disciplinary action (if any)</p> <p>(DD)</p> <p>Use codes of Field #C-9.</p>
C-12	DSPL_STAT	Character	2	<p>Status of the student as a result of the disciplinary action</p> <p>20 Sent home, without instructional support</p> <p>21 Sent home, with instructional support</p> <p>30 Continuation class/school</p> <p>31 Opportunity class/school</p> <p>32 Community day school</p> <p>33 Adult education program</p> <p>34 Independent study</p> <p>40 Juvenile court school</p> <p>41 County court school</p> <p>42 Other county program</p> <p>43 Placed in another district</p> <p>44 Charter school (operated by a LEA/district)</p> <p>45 Charter school (operated <i>as</i> an LEA/district)</p> <p>50 Graduated</p> <p>51 Left district or moved</p> <p>52 Dropped out or placement unknown</p> <p>80 Other alternative education setting</p>

Table D: Alternate Assessment Data Table				
Num	Field Name	Type	Width	Field Description, Format, and Codes
<i>A. Report Identification</i>				
D-1	REPT_DATE	Date	8	Date of report (MM/DD/CCYY)
<i>B. LEA Identification</i>				
D-2	SELPA_CODE	Character	4	SELPA or state-operated program reporting data (CCCC) Use the four-digit SELPA code from the SELPA Code List.
<i>C. Student Demographics</i>				
D-3	STUDENT_ID	Character	16	Student identification code (CCCCCCCCCCCCCCCC) Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. Note: this is the same code as the student identification code in Table A: CASEMIS Student Data Table, Field #10.
D-4	CSIS_ID	Character	10	Student's CSIS identification code (CCCCCCCCCC) Note: This is the same code as the CSIS_ID code in Table A: CASEMIS Student Data Table, Field #A-11.

<i>D. Alternate Assessment Information</i>				
D-5	FUNCTIONAL	Character	2	<p>Functional focus of the alternate assessment that best describes the instructional goal</p> <p>10 Communication 20 Self care; independent living 30 Functional academics 40 Vocational skills 50 Mobility, motor skills 60 Social and emotional skills 70 Recreation and leisure 90 Other</p>
D-6	CURRICULAR	Character	2	<p>Area of core curriculum in alternate assessment that best describes the instructional goal</p> <p>10 English/Language Arts 20 History-Social Science 30 Mathematics 40 Science 50 Health 60 Physical Education 70 Visual and Performing Arts 90 Other</p>
D-7	MASTERY	Character	2	<p>Degree of mastery exhibited by the student towards the instructional goal</p> <p>10 Beginning: No progress 20 Transitional: Partial progress (1-49% of goal met) 30 Intermediate: Substantial progress (50-99% of goal met) 40 Competent: Goal met or exceeded</p>

D-8	ALT_REASON	Character	2	Reason for not meeting the instructional goal (if no progress indicated in field #7) 20 More time needed 30 Excessive absence or tardiness 40 Insufficient opportunity for practice 50 Need to review or revise goal 60 Need to revise instruction 90 Other
D-9	SOURCE1	Character	2	Primary source of alternate assessment data for the instructional goal 10 Performance assessment 20 Work sample analysis 30 Teacher observation 40 Parent/guardian observation 50 Standardized or commercial assessment 90 Other
D-10	SOURCE2	Character	2	A second source of alternate assessment data for the instructional goal (if any) 10 Performance assessment 20 Work sample analysis 30 Teacher observation 40 Parent/guardian observation 50 Standardized or commercial assessment 90 Other

Chapter III

DEFINITION OF DATA FIELDS

In the following pages each data field in the three tables has been defined. Additional information on each data field has been presented according to the following format for your convenience.

Definition:	The data field is defined in its programmatic, fiscal and legislative context.
Purpose:	The purpose of collecting the data element and how the data will be used by the department is stated.
Format:	The format of the data field is specified, including its type and width.
Example:	Several examples are provided to illustrate typical entry for the field in a record.
Comment:	Any other issues relating to the data field are discussed, which includes default values of the field (if any), fiscal and programmatic implications, exceptions, and its relation to other data fields.
Verification:	<p>This describes how each data field is verified by the CASEMIS software for accuracy, internal consistency, and any possible error.</p> <p>If there is an error or suspected error, the</p>

	verification process will print an error or a warning message. See <i>Appendix F</i> for a complete list of error and warning messages.
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Note that all program information for an active student is as of the reporting date. If a student has left the program or SELPA, the program information **shall** reflect the services received immediately before or at the time of exit from the program or SELPA.

A-1.	REPT_DATE	Date of Report.
	Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
	Purpose:	To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification. This date is used for calculating age of a student for the December and End-of-Year student data reports.
	Format:	MM/DD/CCYY (8-byte date field)
	Example:	12/01/2001 December 1, 2001 Report 06/30/2002 2001-02 End-of-Year Report
	Comment:	This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
	Verification:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.
A-2.	SELPA_CODE	SELPA or state-operated program (SOP) reporting data.
	Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data (see <i>Appendix D</i>).

	Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
	Format:	CCCC (4-digit character code)
	Example:	1700 Lake County SELPA 3020 West Orange County SELPA 7200 California Youth Authority
	Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
	Verification:	If this field is left blank or if the entry in this field is not a valid code (see <i>Appendix D</i>), it will result in an error.
A-3.	SELPA_FROM	SELPA from which student transferred.
	Definition:	This is the four-digit code of the SELPA that placed the student to the reporting SELPA (Field #A-2, <i>SELPA_CODE</i>) which is now providing (or has provided) services and is reporting data. This field may be left blank if the student is not placed by (or transferred from) another SELPA.
	Purpose:	To identify the SELPA that places a student to the reporting SELPA for services.
	Format:	CCCC (4-digit character code)
	Example:	See the examples for Field #A-2, <i>SELPA_CODE</i>
	Comment:	This field is for local use only. The California Department of Education does not use this field. This field shall be left blank for students in the state-operated programs (SOP). If this field is left blank or if the code is the same as the <i>SELPA_CODE</i> , it is assumed that the student is not placed by another SELPA.

	Verification:	If there is an entry in this field and if it is not a valid SELPA code (see <i>Appendix D</i>), it will result in an error.
A-4.	DIST_SERV	District, county office or state-operated program site providing the majority of services and/or receiving funds.
	Definition:	District, county office of education or state-operated program (SOP) site providing the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See <i>California Public School Directory</i> for correct code of the district or county office.
	Purpose:	To identify the district or county office or SOP site that provides or accounts for the services and receives funding.
	Format:	CCDDDDDD (7-digit county-district code)
	Example:	1062166 Fresno Unified 4369393 Campbell Union Elementary 3033068 Fairview Developmental Center
	Comment:	Every year some districts change their administrative, organizational or geographic configuration. Also, new districts are created to accommodate an increasing population. These changes are documented by the Publications Office of the Department of Education. Make sure that the code of this field is correct. Note: County schools office shall not be identified as "CC00000".
	Verification:	If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.
A-5.	DIST_RESI	District of Residence.
	Definition:	This is the seven-digit code of the district where the student resides. of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See <i>California Public School Directory</i> for correct code of the district or county office.
	Purpose:	To identify the district where the student resides in relation to the district that provides the services.

	Format:	CCDDDDD (7-digit county-district code)
	Example:	See examples under Field #A-4, <i>DIST_SERV</i> .
	Comment:	See comments under Field #A-4, <i>DIST_SERV</i> .
	Verification:	<p>If the entry in this field is not a valid district code, it will result in an error.</p> <p>If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.</p>
A-6.	SCH_CODE	Seven-digit code of the school of attendance.
	Definition:	<p>This is the seven-digit code of the school where the student is enrolled in or receives the majority of instructional services. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school. See <i>California Public School Directory</i> or <i>California Private School Directory</i> for correct school code.</p> <p>For a county-operated program located in a public school, this will be the seven-digit school code of the public school -- not the seven-digit school code for all county-operated programs.</p>
	Purpose:	To identify the school and its location, where the student is enrolled and receives instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.
	Format:	SSSSSSS (7-digit character code)
	Example:	6059315 Leonardo da Vinci Magnet School 4530077 Mountain Lakes High School 5430020 Porterville Developmental Center
	Comment:	If school code is not available, write the first seven characters of the name of the school of attendance.

	Verification:	<p>If this field is left blank, it will result in an error.</p> <p>This field is verified in conjunction with the field <i>SCH_TYPE</i> (field #A-7). If the entry in the field <i>SCH_TYPE</i> is "10" or "11", then this field must contain a valid seven-digit school code from the <i>California Public School Directory</i>.</p>
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A-7.	SCH_TYPE	Type of school of attendance in general education.
	Definition:	This is the type of school where the student is enrolled or receives regular education, also known as general education or K-12 program. For most students, this is the regular public school system, but for many others, this may be a different educational setting. This is not the type of school of attendance for special education program, unless the entire educational program of the student is special education.
	Purpose:	To identify the type of school where the student receives instruction in the regular education or modified core curriculum.
	Format:	CC (2-digit character code)
	Example:	10 Public Day School 30 Juvenile Court School 64 Private Preschool
	Comment:	This field will correspond to Field #A-6 (<i>SCH_CODE</i>), as appropriate.
	Verification:	If this field is left blank, it will result in an error. If the entry in this field is not a valid code as listed in <i>Chapter II</i> under this field, it will result in an error.
A-8.	LAST_NAME	Student's last name.
	Definition:	Student's last name or family name as recorded in the IEP.
	Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to Students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
	Format:	CCCCCCCCCCCCCCCC (15-byte character code)
	Example:	BECKO-RELLER NGUYEN GARCIA
	Comment:	None.

	Verification:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.
A-9.	FIRST_NAME	Student's first name.
	Definition:	Student's first name as recorded in the IEP.
	Purpose:	To identify each student uniquely and to ensure unduplicated count of Children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
	Format:	CCCCCCCCCCCCCCCC (15-byte character code)
	Example:	JOHN MONIKA MARGARITA
	Comment:	None.
	Verification:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

A-10.	STUDENT_ID	Student Identification code.
	Definition:	A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters or a combination of numbers and letters. Student's social security number may be used. The identification code may include trailing or preceding blanks but no special characters.
	Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
	Format:	CCCCCCCCCCCCCCCC (16-byte character code)
	Example:	123456789ABCDEFGH ABCDEFGHI RWS670821
	Comment:	No two records shall have the same student identification code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP shall use the same student identification code for a particular student in all reporting cycles and from year to year.
	Verification:	If this field is left blank, it will result in an error. If the <i>STUDENT_ID</i> is the same for another record within a SELPA, it will result in an error.
A-11	CSIS_ID	California School Information Services (CSIS) Code
	Definition	Unique Student Identifier set by districts participating in the CSIS system.
	Purpose	To coordinate Special Education data with General Education data statewide.
	Format	CCCCCCCCCCC (10-digit character)
	Example	None
	Comments	None

	Verification:	None
A-12.	SSN	Student's Social Security Number.
	Definition:	Student's social security number assigned by the Social Security Administration.
	Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
	Format:	CCCCCCCCC (9-digit character code)
	Example:	123456789 345678912 987654321
	Comment:	No two records shall have the same social security number. If the social security number is not available for a student, you may leave this field blank, but do not make up any fictitious number in this field.
	Verification:	If this field has any non-numeric entry, it will result in an error. If the social security number is the same for another record, it will result in an error.
A-13.	BIRTHDATE	Student's date of birth.
	Definition:	The actual, official or recorded date of birth of the student.
	Purpose:	To calculate age of the student at any date; to comply with the requirements of the state and federal laws.
	Format:	MM/DD/CCYY (8-byte date field)
	Example:	05/11/1985 08/16/1989 12/27/1996

	Comment:	Age of a student is calculated as of the reporting date (Field #A-1, <i>REPT_DATE</i>) for the December report. For the End-of Year report, age is calculated as of the exit date (Field #A-46, <i>EXIT_DATE</i>) or as of <i>REPT_DATE</i> , if the student is still in the program.
	Verification:	<p>If this field is left blank, it will result in an error.</p> <p>For the December student data report, this date is verified against the reporting date (Field #A-1, <i>REPT_DATE</i>). If the birthdate is after the reporting date or if the student is over age 22, it will result in an error.</p> <p>For the End-of-Year Report, this date is verified against the exit date (Field #A-46, <i>EXIT_DATE</i>). If the birthdate is after the exit date or if the student is over age 23, it will result in an error.</p>
A-14.	GENDER	Student's gender identification.
	Definition:	Gender identification of student.
	Purpose:	To determine and research educational characteristics of special education students by gender.
	Format:	C (1-byte character code)
	Example:	M Male F Female
	Comment:	None.
	Verification:	The entry in this field must be "M" or "F". Otherwise, it will result in an error.
A-15.	ETHNICITY1	Student's primary ethnic identification or background.
	Definition:	Ethnic background of the student receiving special education and related services. The category should identify the most appropriate ethnic background of the pupil. See codes of ethnic categories under this field in <i>Chapter II</i> . See <i>Appendix G</i> for definition of each ethnic category.
	Purpose:	To determine the educational characteristics of special education students by the various ethnic background; to comply with the state law and the requirements under <i>Larry P.</i> and <i>Diana</i> court rulings.

	Format:	CCC (3-digit character code)
	Example:	201 Chinese 500 Hispanic 600 African-American
	Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student must be identified in one of the listed ethnic categories.
	Verification:	The entry in this field must be one of the ethnic codes under this field (see <i>Chapter II</i>). Otherwise, it will result in an error.
A-16.	ETHNICITY2	Student's second ethnic identification or background (if any)
	Definition:	Additional ethnicity or background of the student receiving special education and related services.
	Purpose:	To comply with the federal requirements- to select more than one Ethnic identification (if any).
	Format:	CCC (3-digit character code)
	Example:	Same as #A-15
	Comment:	Same as #A-15
	Verification:	This field may be left blank. However, any entry in this field must be a valid ethnicity code; otherwise it will result in an error.
A-17.	ETHNICITY3	Student's third ethnic identification (if any)
	Definition:	Same as Field #A-16
	Purpose:	Same as #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as #A-16

A-18.	ETHNICITY4	Student's <i>fourth</i> ethnic identification (if any)
	Definition:	Same as #A-16
	Purpose:	Same as #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as Field #A-16
A-19.	ETHNICITY5	Student's <i>fifth</i> ethnic identification (if any)
	Definition:	Same as Field #A-16
	Purpose:	Same as Field #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as Field #A-16
A-20.	ETHNICITY6	Student's <i>sixth</i> ethnic identification (if any)
	Definition:	Same as Field #A-16
	Purpose:	Same as Field #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as Field #A-16
A-21.	ELL	English Language Learner

	Definition:	Whether or not the student is an English language learner, this definition includes non-English proficient students as well. This refers to a student whose primary or home language is not English and who does not have the clearly-developed English language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular educational program. The determination of which pupils are ELL shall be made in accordance with the procedures specified in <i>Education Code Section 62002</i> .
	Purpose:	To identify programmatic needs of the special education students with limited English background; to comply with the <i>Larry P.</i> and <i>Diana</i> court rulings.
	Format:	C (1-byte character code)
	Example:	T English Language Learner Y English Language Learner F Not English Language Learner N Not English Language Learner
	Comment:	If this field is left blank, the student will not be identified as ELL.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in an error. If this field is marked "T" or "Y", the <i>HOME_LANG</i> field (Field #A-22) must be other than English. Otherwise, it will result in an error.
A-22.	HOME_LANG	Student's home language or birth language
	Definition:	It is the student's primary language spoken at home. It is also defined as the language the pupil first learned, the language used by the pupil most frequently at home, the language spoken most frequently by the parents with the pupil, or the language most often spoken by the adults at home. See <i>Appendix E</i> for the list of language codes.
	Purpose:	To identify the programmatic needs of special education students with different language background.
	Format:	CC (2-digit character code)
	Example:	01 Spanish 08 Japanese 18 German

	Comment:	Use the two-digit language code from <i>Appendix E</i> .
	Verification:	The entry in this field must be one of the language codes in <i>Appendix E</i> . Otherwise, it will result in an error.
A-23.	PLAN_TYPE	Type of education plan for special education services.
	Definition:	To determine if student is receiving special education services according to an Individualized Education Plan (IEP), Individualized Family Service Plan (IFSP), or an Individualized Service Plan (ISP).
	Purpose:	To identify students with disabilities who receive special education services under various plans.
	Format:	C (1-byte character code)
	Example:	1 Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) 2 Individualized Service Plan (ISP)
	Comment:	None.
	Verification:	Entry must be valid code for education plan or error will result.
A-24.	REFR_DATE	Date of referral to assess and determine eligibility for special education services (for ages 0-2 only)
	Definition:	It is the date of referral for assessment and to determine eligibility for special education services for an infant (age 0-2)
	Purpose:	To comply with the requirements of the federal law.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i>
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i>
	Comment:	None.

	Verification:	<p>If this field is left blank for an infant (age 0-2), it will result in an error.</p> <p>If the entry date is before birthdate (Field #A-13 <i>BIRTHDATE</i>) or after the report date (Field #A-1 <i>REPT_DATE</i>), it will result in an error.</p>
A-25.	MIGRANT	Eligible for or is participating in the Migrant Program (PL 97-35).
	Definition:	<p>Whether or not the student is eligible for participation or is participating in the migrant program.</p> <p>A student is eligible for migrant programs (<i>Public Law 97-35</i>) if the student is required to attend more than one district because the student's parents(s) move across the district or state lines to secure a livelihood in agriculture, fishing or any other occupation.</p>
	Purpose:	To identify the number of migrant program students who require special education services, and seek additional funding and services for them.
	Format:	C (1-byte character code)
	Example:	<p>T Eligible for migrant program</p> <p>Y Participating in migrant program</p> <p>N Not participating in migrant program</p> <p>F Not participating in migrant program</p>
	Comment:	If this field is left blank, it will be interpreted that the student is not eligible for (or participating in) the migrant program.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in error.
A-26.	RESID_STAT	Students residential status.
	Definition:	This is the student's living or home status. The student must be identified under one of the residential status categories. See codes of residential status under this field in <i>Chapter II, Database Structure</i> . See <i>Appendix G</i> for the definition of each residential status category.

	Purpose:	To identify students with different residential background; to identify students in licensed children's institutions (LCIs) and foster family homes (FFH) for funding purposes; and to identify students with other residential situations which have funding implications.
	Format:	CC (2-digit character code)
	Example:	10 Parent or Legal Guardian 30 Foster Family Home 60 Incarcerated Institution
	Comment:	Make sure that the student is correctly identified under appropriate residential category. An incorrect code could result in loss of or reduced funding. Note: Code "71" (state hospital) and code "72" (developmental Center) are for students reported by the California Department of Developmental Services only.
	Verification:	The entry in this field must be one of the residential status codes (see <i>Chapter II</i>). Otherwise, it will result in an error.
A-27.	ENTRY_DATE	Date student <i>first</i> entered special education.
	Definition:	It is the date when the student first entered special education. It is also defined as the date when the student first received special education services, including infant services provided through an IFSP if applicable. If the student had entered the program, left, and then came back several times, the date of the first entry to special education shall be recorded in this field.
	Purpose:	To learn how long a student stays in special education programs; to research and explore if the length of stay in special education is associated with other demographic and program variables.
	Format:	See format for Field #A-13, <i>BIRTHDATE</i>
	Example:	See examples for Field #A-13, <i>BIRTHDATE</i>

	Comment:	<p>If this date is not known or available, please use the best approximate date.</p> <p>IMPORTANT! once this date is identified, it must be treated as a constant (such as birthdate). Even if the student moves from one SELPA or district to another, or moves between special and regular education programs, the date must remain the same.</p>
	Verification:	<p>If this field is left blank, it will result in an error.</p> <p>If the entry date is before birthdate (Field #A-13 <i>BIRTHDATE</i>) or after the report date (Field #A-1 <i>REPT_DATE</i>), it will result in error.</p>
A-28.	LAST_IEP	Date of student's last IEP meeting.
	Definition:	It is the date when the last IEP (or IFSP, if the student is under three or Individualized Services Plan, if the student is placed in a private school by a parent) meeting was held for the student. It can be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/Individualized Services Plan document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.
	Purpose:	To determine the length of time the student has been in the current program; to research and analyze historical profiles of students with common characteristics using past years' data.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i> .
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i> .
	Comment:	The entry in this field must be a past date.

	Verification:	<p>If this field is left blank, it will result in an error.</p> <p>If the last IEP date is before birthdate (Field #A-13, <i>BIRTHDATE</i>), it will result in an error.</p> <p>For the End-of-Year report, if the <i>LAST_IEP</i> date is after the reporting date, it will result in an error.</p> <p>For the End-of-Year report, if the <i>LAST_IEP</i> date is after <i>EXIT_DATE</i> and if <i>EXIT_RESON</i> code is 71, 72, 73, 77, 80 or 81, it will result in an error.</p> <p>If the entry in this field is more than one year before the <i>REPT_DATE</i>, it will result in a warning.</p>
A-29.	LAST_EVAL	Date of the latest determination of initial or continued eligibility for special education.
	Definition:	<p>For determination of initial eligibility in special education, the date in this field shall be the date of the determination of eligibility, which in most or all cases will be the initial IEP meeting date.</p> <p>For determination of continued eligibility in special education, if the IEP team reaches consensus that no additional assessment is necessary to confirm continued eligibility, then it is not necessary to hold another IEP meeting to determine continuation of eligibility. In this case, the date of such determination (consensus) shall be recorded and be reported in this field. If, however, the IEP team does not reach a consensus on the need for additional assessment and/or additional assessment is conducted, then the IEP team may convene and make the determination of continued eligibility. In this case, the date of the IEP meeting shall be recorded in this field.</p>
	Purpose:	To monitor three-year re-evaluation of students with disabilities as per the federal requirements under IDEA.
	Format:	See format under Field #A-13, <i>BIRTHDATE</i> .
	Example:	See examples under Field #A-13, <i>BIRTHDATE</i> .
	Comment:	The entry in this field must be a past date.

	Verification:	<p>If the field is left blank, it will result in an error.</p> <p>If the date of last evaluation is before birthdate (Field #A-13, <i>BIRTHDATE</i>), it will result in an error.</p> <p>For the End-of-Year report, if the last evaluation date is after the reporting date, it will result in an error.</p> <p>If the entry in this field is more than three years prior to the <i>REPT_DATE</i>, it will result in a warning.</p>
A-30.	DISABILITY	Primary disability category of student.
	Definition:	It is the main disability of the student contributing to his/her eligibility for special education and related services. See codes of disability categories under this field in <i>Chapter II, Database Structure</i> . See <i>Appendix G</i> for definitions of these categories. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities (see comment below for exception).
	Purpose:	To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on <i>Diana</i> and <i>Larry P.</i>
	Format:	CCC (3-digit character code)
	Example:	010 Mental Retardation (MR) 060 Emotional Disturbance (ED) 090 Specific Learning Disability (SLD)
	Comment:	If a student has multiple disabilities and if one of the disabilities is a low-incidence disability (<i>HH, DEAF, DB, OI, and VT</i>), the student may be identified under one of the low-incidence disabilities rather than under Multiple Disabilities.
	Verification:	The first two characters (digits in this case) must be according to the codes under this field (see <i>Chapter II</i>). Otherwise, it will result in an error.
A-31.	SOLE_LOW	If the student has a solely low incidence disability (for ages 0-2 only)

	Definition:	If an infant (ages 0-2) has a solely low-incidence disability (HH, DEAF, VI, OI, and DB).
	Purpose:	To comply with the requirements of Part C under IDEA.
	Format:	C (1-byte character code)
	Example:	T The student has a solely low-incidence disability. N The student does not have solely low-incidence disability.
	Comment:	This field is for infants (ages 0-2 only). This field may have an entry ONLY if the field <i>DISABILITY</i> has one of the five low-incidence disability codes (020, 030, 050, 070 or 100). Otherwise, the field MUST be left blank.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in an error. If the entry in this field is “T”, “F”, “Y” or “N” and if the entry in the field <i>DISABILITY</i> is not one of the low-incidence disability codes (020, 030, 050, 070 or 100), it will result in an error.
A-32.	PRESCH_SET	Program setting for preschool services (for ages 3-5 only)
	Definition:	It is the program setting in which the student, age group 3-5 only, is receiving or has received special education and related services according to the student's IEP. This may include children five years of age and in kindergarten programs. The student must be in one of the program settings listed under this field in <i>Chapter II, Database Structure</i> . See <i>Appendix G</i> for definitions of preschool program settings.
	Purpose:	To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time.
	Format:	CC (2-digit character code)

	Example:	10 Early childhood setting 30 Home 60 Separate school
	Comment:	The entry in this field is for ages 3-5 only. It may be left blank if the student is older than five years as of the reporting date. For students who are six years of age or older, the field may contain the latest preschool program setting data when the student was still in the preschool program or just before the student turned six.
	Verification:	The entry in this field must be one of the valid codes under this field (see <i>Chapter II</i>) for students of age 3-5; otherwise it will result in an error.
A-33.	OUT_REGCLS	Percentage of time the student is outside regular class for special education instruction or services during the school day (for ages 6-22 or grade K or higher).
	Definition:	It is the amount of instructional time (expressed in percentage) a student spends outside the regular classroom or regular education environment for special education services according to the student's IEP. To calculate the percentage of time outside the regular classroom, divide the number of hours the student receives special education and related services outside the regular classroom by the total number of hours in the school day. Non-classroom activities such as cooperative work experiences are counted as “regular classroom” if non-disabled students also participate.
	Purpose:	To determine the extent the student is participating in the regular education environment; to determine if the programs are effective in promoting integration; to observe over a period of time if the student is moving toward a less restrictive environment; and to comply with the federal reporting requirements.
	Format:	NNN (3-digit character code)
	Example:	000 045 100

	Comment:	Do not use the amount of time in transportation as regular education time to calculate the percentage.
	Verification:	The entry in this field must be 000-100. Any other value will result in an error.
A-34.	GRADE	Student's grade level.
	Definition:	Student's grade level placement or equivalency. The student must be identified under one of the grades listed under this field in <i>Chapter II, Database Structure</i> .
	Purpose:	To determine the student's grade level; to identify preschool and kindergarten children for funding purposes; to research and examine the relationship between age and grade using various program criteria.
	Format:	CC (2-digit character code)
	Example:	01 First Grade 02 Second Grade 18 Kindergarten
	Comment:	If the grade of a student is not one of the categories listed under this field, use the one that most closely reflect the actual grade, or use the category, Ungraded.
	Verification:	The entry in this field must be one of the codes under <i>GRADE</i> (see <i>Chapter II</i>). Otherwise, it will result in an error. If the age of a student in a particular grade is less than two years of normal age for that grade, it will result in an error. If the age of a student in a particular grade is more than four years of normal age for that grade, it will result in an error.
A-35.	WORKAB	If the student is participating or has participated in the WorkAbility program during the school year.
	Definition:	If the student is participating or has participated in the in the WorkAbility program during the school year.
	Purpose:	To comply with the requirements under IDEA.

	Format:	C (1-byte character code)
	Example:	T The student is participating in the WorkAbility program. N The student is NOT participating in the WorkAbility program.
	Comment:	None.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in an error.
A-36.	TRAN_LANG	For students 14 years and older (younger if appropriate), transition services language shall be included in the IEP
	Definition:	Language contained in student's IEP designed to prepare student for post school activities. This includes language pertaining to; type of instruction, related services, community experience, and employment or adult living.
	Purpose:	To comply with Federal Regulations.
	Format:	C (1-byte character code)
	Example:	T If transition language is included in student's IEP. N If Transition language is NOT included in student's IEP.
	Comment:	None.
	Verification:	Entry other than a T, Y, F, N or blank will result in an error.
A-37.	SERVICE1	A primary special education service received by the student, if any (for ages 3-22 only)
	Definition:	The SERVICE1 or related service received by the student, regardless of which agency pays for the service. This may be a service provided by the SELPA as well as by any other agency such as, Mental Health or CCS. See SERVICE codes under this field in <i>Chapter II, Database Structure</i> .
	Purpose:	To identify and research the nature of Special Education or related Service the students are receiving.
	Format:	CC (2-digit character code)

	Example:	20 Regular class with accommodation 67 Specialized services for low incidence disabilities 90 Transportation
	Comment:	If a service received by the student is not in the list of codes, use a code that represents the service as close as possible.
	Verification:	The entry in this field must be one of the service codes (see <i>Chapter II</i>) or blank(0-2 years only); otherwise, it will result in an error.
A-38.	SERVICE2	A second special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A second Special Education or related service received by the student, regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-39.	SERVICE3	A third special education or related service received by the student, if any (for ages 3-22 only)
	Definition:	A third DIS or related service received by the student, regardless of which agency pays for the service. See definition of Field #A-3 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field A-#37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .

	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-40.	SERVICE4	A fourth special education or related service received by the student, if any (for ages 3-22 only)
	Definition:	A fourth SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-41.	SERVICE5	A fifth special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A fifth SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-42.	SERVICE6	A sixth special education or related service received by the student, if any (for ages 3-22 only).

	Definition:	A sixth SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-43.	SERVICE7	A seventh special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A seventh SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-44	SERVICE8	An eighth special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	An eighth SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-37, <i>SERVICE1</i> .
	Format:	See the format for Field #A-37, <i>SERVICE1</i> .

	Example:	Use the list of codes in Field #A-37, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-37, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-45	PARTICIP	Student level of participation in the statewide assessment program (STAR) as indicated in the IEP.
	Definition:	<p>Student's status of participation in the Statewide Testing and Reporting (STAR) program during the school year. This refers to the test designed by the State Board of Education pursuant to EC 60640(b), (the Stanford 9).</p> <p>This field may be left blank for the December reporting cycle, but MUST be completed for the End-of-Year cycle.</p>
	Purpose:	To comply with the requirements under IDEA.
	Format:	CC (2-digit character code).
	Example:	10 To participate in FULL – without accommodations 20 To participate in PART – without accommodations 30 To participate in alternate assessment
	Comment:	<p>Students with severe or profound disabilities, who cannot participate in STAR even without accommodations, shall participate in the statewide alternate assessment. Students who can participate in STAR, in full or in part, are not eligible for the statewide alternate assessment.</p> <p>If the student did not participate in all or part of STAR and is not eligible for the statewide alternate assessment, must describe how the student will be assessed. This decision should be reflected in code "40" or "90".</p>
	Verification:	The entry in this field must be one of the codes on the list; otherwise, it will result in an error.
A-46.	EXIT_DATE	Date student exited special education program or from SELPA.

	Definition:	<p>It is the date when the student left the special education program operated by the SELPA. It is also defined as the last date of receiving special education services by the student. It may also be the date when a student leaves the SELPA.</p> <p>Note: This must be an actual date -- not a projected date.</p>
	Purpose:	To identify and research how long a student stays in special education program; how long a student stays in a particular SELPA; and to comply with the federal reporting requirements.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i> .
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i> .
	Comment:	<p>This field must be completed if a student is no longer receiving services or has left the SELPA. The field shall be left blank otherwise.</p> <p>Note that when a student exits special education programs or the SELPA, the age of that student is calculated as of the exit date, although the exit reports are generated at the end of the school year.</p>
	Verification:	<p>For the December student data reports, this field must be blank or contain an actual date, rather than a projected date. Otherwise, it will result in an error.</p> <p>If the entry in this field is not blank and before the entry date (Field #A-27, <i>ENTRY_DATE</i>), it will result in an error.</p>
A-47	EXIT_RESON	Reason for exiting special education program from SELPA.
	Definition:	It is the reason for leaving or exiting the special education program from the SELPA. It is also the reason for a student leaving the SELPA. See the list of reasons under this field in <i>Chapter II, Database Structure</i> . See <i>Appendix G</i> for the definition of each exit reason.
	Purpose:	To identify and research the reasons for leaving special education programs; to comply with the federal reporting requirements.
	Format:	CC (2-digit character code).

	Example:	70 Returned to regular education or no longer eligible for special education or successful completion of IFSP 71 Graduated from high school with diploma 81 Received high school proficiency certificate through general educational development (GED) test
	Comment:	This field must be completed if Field #A-46 (<i>EXIT_DATE</i>) is completed. Make sure that the code reflects the most appropriate reason for exiting special education.
	Verification:	<p>This field is verified only for the End-of-Year Reports. The entry in this field must be one of the codes for exit reasons (see <i>Chapter II</i>). Otherwise, it will result in an error.</p> <p>If the entry in this field is "71" or "72" or "81" and the age (calculated as of the exit date) is less than 16, it will result in an error.</p> <p>If the entry in this field is "73" and the age (calculated as of the exit date) is less than 21, it will result in an error.</p>
B-1.	REPT_DATE	Same format as Field #A-1 in Table A: CASEMIS Student Data Table
B-2.	SELPA_CODE	Same format as Field #A-2 in Table A: CASEMIS Student Data Table
B-3.	STUDENT_ID	Same format as Field #A-10 in Table A: CASEMIS Student Data Table
B-4.	CSIS_ID	Same format as Field #A-11 in Table A: CASEMIS Student Data Table
B-5.	SERVICE	An early intervention service or related service received by an infant (ages 0-2), if any.
	Definition:	An early intervention service or related service received by an infant, regardless of which agency pays for the service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)

	Example:	21 Infant DIS service 35 Special education aide in regular development class child care center or family child care home 50 Language and speech
	Comment:	The first record in the Infant Services Data Table MUST contain codes 21, or 22, or 23.
	Verification:	The entry in this field MUST be one of the codes for infant services otherwise, error will result.
B-6.	AGENCY	Agency that provides the infant/related service
	Definition:	It is the agency that provides the early intervention service or related service to the infant (ages 0-2) service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	10 District of service/enrollment 20 Regional center 50 Other public program
	Comment:	None.
	Verification:	The entry in this field must be one of the codes on the list; otherwise, it will result in an error. If this field is left blank, it will result in an error.
B-7	LOCATION	Location where the student receives the service.
	Definition:	It is the location where the infant receives the early intervention service or related service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CCC (3-digit character code)
	Example:	210 Program designed for children with developmental delay or disabilities 420 Residential facility 520 Service provider's location

	Comment:	None.
	Verification:	The entry in this field must be one of the codes on the list; otherwise, it will result in an error.
B-8.	FREQUENCY	Frequency of receiving the infant/ related service.
	Definition:	It is the frequency of receiving the early intervention service or related service; to determine how often the infant receives the service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	11 Daily, once a day 22 Weekly, three times a week 41 Yearly, five or more times a year
	Comment:	None.
	Verification:	The entry in this field must be one of the codes on the list; otherwise, it will result in an error.
B-9	DURATION	Number of minutes per session
	Definition:	The amount of time the infant spent in each session, expressed in minutes.
	Purpose:	To comply with the requirements under IDEA.
	Format:	NNNN (4-digit character code).
	Example:	30 120 480
	Comment:	None.
	Verification:	If this field is left blank, it will result in an error. If the value of the entry in this field is less than 10, it will result in an Error.

C-1	REPT_DATE	Same format as Field #A-1 in Table A: CASEMIS Student Data Table
C-2	SELPA_CODE	Same format as Field #A-2 in Table A: CASEMIS Student Data Table
C-3	STUDENT_ID	Same format as Field #A-10 in Table A: CASEMIS Student Data Table
C-4	CSIS_ID	Same format as Field #A-11 in Table A: CASEMIS Student Data Table
C-5	DSPL_DATE	Date of the disciplinary action
	Definition:	It is the date when the student was suspended or expelled.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i> .
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i> .
	Comment:	None.
	Verification:	The field will be verified for a valid date; otherwise, it will result in an error.
C-6	DSPL_TYPE	Type of the disciplinary action
	Definition:	It is to determine whether the disciplinary action is a suspension or expulsion.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	C (1-byte character code).
	Example:	S Suspension; if suspended E Expulsion; if expelled or transferred to another program
	Comment:	None.
	Verification:	The field will be verified for a valid code on the list; otherwise, it will result in an error.

C-7	DSPL_BY	The authority that made the decision on disciplinary action.
	Definition:	The authority that made the decision on disciplinary action.
	Purpose:	To comply with federal regulations.
	Format:	CC (2-digit character code).
	Example:	10 School or district personnel 20 Court order 30 Hearing Officer – for any other reasons
	Comment:	None.
	Verification:	The field will be verified for a valid date; otherwise, it will result in an error.
C-8	DSPL_DAYS	Number of days the disciplinary action is effective
	Definition:	It is the number of days for which the student is suspended or expelled from school as a result of the disciplinary action. The value of the entry in this field must be a number from 1 to 365 days.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	NNN (3-digit character code)
	Example:	005 014 110
	Comment:	Do not include in-school suspension. If the suspension is for less than a full day, enter one day. The entry in this field must be integers and right justified; including leading zeros.
	Verification:	The field will be verified for a valid entry; otherwise, it will result in an error.
C-9	REASON1	Primary reason for the disciplinary action
	Definition:	It is the primary reason for which the student is suspended or expelled from school.
	Purpose:	To comply with the reporting requirements under IDEA.

	Format:	CC (2-digit character code)
	Example:	10 Possessing, selling or furnishing a firearm (EC 48915(c)(1)) 30 Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1)) 52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)
	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	The field will be verified for a valid entry; otherwise, it will result in an error.
C-10	REASON2	A <i>second</i> reason for the disciplinary action (if any)
	Definition:	If there is a second reason for which the student is suspended or expelled from school; otherwise leave blank.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	DD (2-digit character code)
	Example:	Use appropriate reason code.
	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	If the field is not blank, it will be verified for a valid entry; otherwise, it will result in an error.
C-11	REASON3	A <i>third</i> reason for the disciplinary action (if any)
	Definition:	If there is a third reason for which the student is suspended or expelled from school; otherwise leave blank.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	DD (2-digit character code)
	Example:	Use appropriate reason code.

	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	If the field is not blank, it will be verified for a valid entry; otherwise, it will result in an error.
C-12	DSPL_STAT	Status of the student as a result of the disciplinary action.
	Definition:	Status of the student as a result of the disciplinary action.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	DD (2-digit character code)
	Example:	20 Sent home, without instructional support 40 Juvenile court school 50 Graduated
	Comment:	None.
	Verification:	If the field is left blank, it will result in an error. If the entry in the field is not one of the codes on the list, it will result in an error.
D-1	REPT_DATE	Same format as Field #A-1 in Table A: CASEMIS Student Data Table
D-2	SELPA_CODE	Same format as Field #A-2 in Table A: CASEMIS Student Data Table
D-3	STUDENT_ID	Same format as Field #A-10 in Table A: CASEMIS Student Data Table
D-4	CSIS_ID	Same format as Field #A-11 in Table A: CASEMIS Student Data Table
D-5	FUNCTIONAL	Functional focus of the alternate assessment that best describes the instructional goal.
	Definition:	IEP goals for students with severe disabilities often fall within one of the functional domains – communication; self-care, independent living; motor skills, mobility; functional academics; vocational skills; social/emotional; recreation, leisure.

	Purpose:	To provide a basis for comparable measurement and aggregation of results.
	Format:	DD (2-digit character code)
	Example:	10 Communication 20 Self-Care; independent living 30 Functional academics
	Comment:	None
	Verification:	Entry must be valid code or error will result.
D-6	CURRICULAR	Content area of core curriculum that best describes the IEP goal being measured for the alternate assessment.
	Definition:	In addition to the functional domain area, the core curriculum content area must also be identified for each IEP goal. The core curriculum content areas correspond to the California standards and curriculum frameworks.
	Purpose:	To align the IEP goals to the state standards.
	Format:	Same format as in field #D-5.
	Example:	10 English/Language Arts 20 History-Social Science 30 Mathematics
	Comment:	Both the functional focus and the core curriculum content area must be completed for each IEP goal.
	Verification:	Entry must be valid code or error will result.
D-7	MASTERY	Degree of mastery exhibited by the student towards the instructional goal.
	Definition:	The student's master level of IEP goals should be measured annually, preferably at the student's annual review.
	Purpose:	To report the student's score on the Alternate Assessment as required by IDEA-97.
	Format:	Same format as in field #C-5.

	Example:	10 Beginning: No progress 20 Transitional: Partial progress (1-49% of goal met) 40 Competent: Goal met or exceeded
	Comment:	None
	Verification:	Entry must be valid code or error will result.
D-8	ALT_REASON	Reason for not meeting the instructional goal (if the student had a mastery rating of 10 or 20 indicated in field #D-7)
	Definition:	An explanation for not meeting the goal at or above 50% mastery.
	Purpose:	To comply with reporting requirements for IDEA
	Format:	Same format as in field #D-5.
	Example:	20 More time needed 30 Excessive absence or tardiness 40 Insufficient opportunity for practice
	Comment:	None
	Verification:	Entry must be valid code or error will result.
D-9	SOURCE1	Primary source of alternate assessment data for the instructional goal.
	Definition:	For each mastery rating, a primary information source must be identified to explain how mastery decisions were made.
	Purpose:	To comply with federal regulations
	Format:	Same format as in field #D-5.
	Example:	10 Performance assessment 20 Work sample analysis 30 Teacher observation
	Comment:	None
	Verification:	Entry must be valid code or error will result.

D-10	SOURCE2	A second source of alternate assessment data for the instructional goal (if any).
	Definition:	The secondary source of information used in arriving at IEP goal mastery decisions.
	Purpose:	To comply with federal regulations
	Format:	Same format as in field #D-5.
	Example:	10 Performance assessment 20 Work sample analysis 30 Teacher observation
	Comment:	This field is not required. The secondary source is listed only if identified.
	Verification:	Entry must be valid code for SOURCE or error will result.

Chapter IV

CASEMIS SOFTWARE

The CASEMIS software has been developed by the California Department of Education, Special Education Division, for assisting the SELPAs and the SOPs to submit student level data to the state. The software runs in the WINDOWS operating environment.

The software is revised at least once a year, coordinated with the revisions in the student level database structure and the changes in the federal and state data reporting requirements. If necessary, the software is also updated during the year. The software fulfills the two major data reporting requirements: (1) the December student data report and (2) the End-of-Year student data report. Any revision or upgrade of the software is made available to the SELPAs and SOPs about one month before the reporting date.

VERSIONS OF THE CASEMIS SOFTWARE

A new version of the CASEMIS software is released at the beginning of each school year (usually in the Fall) to support all changes in the state and federal reporting requirements for that year, plus any new features that are added to the system over the past year. A specific version of the software is identified by the school year, followed by the release number. For example, the initial release of CASEMIS software for the 2001-02 school year is: CASEMIS Version Dec01a.

If the software is updated after the initial release or if a newer version is released during the mid-year, it is identified by the school year and the next release number. For example, any subsequent release of the software during the 2001-02 school year will be identified as: Version Dec01a or Jun 02a, Version Dec01b or Jun02b, etc. The software is available on the department's website in the following location:

<http://www.cde.ca.gov/spbranch/sed/adminsup.htm>

The website provides the ability to download the software to your personal computer so you can use the application to comply with the reporting requirements. The site also provides instructions for installing the software in the hard drive of your PC. The installation process will guide you through the necessary steps and cautions and will provide you with feedback if the installation is successful.

SYSTEM FEATURES

The major features of the CASEMIS software are: (1) to extract student level data for various reporting cycles; (2) to verify data files; (3) to generate reports from various data tables; and (4) to generate the data certification page.

The **file extraction** component of the system creates a subfile of student level data by copying student records from a master data file maintained by the LEA or SOP. This option requires that your master data file has the same data fields and codes as in the 2001-02 state database structure. The file is generated using the appropriate criteria for various reporting requirements (see *Chapter V*).

The **file verification** routine checks the data fields in the student level data file for any logical inconsistency, and produces a list of errors and warnings (if any). The **errors must be corrected** and the **warnings must be verified** prior to submitting data to the department.

The **report generation** component prepares various reports for the SELPA and for each district or site within the SELPA, according to the format specified by the California Department of Education. The system also generates for the SELPA and the districts, a number of summary reports that are helpful to the SELPAs.

The user can generate a file **certification** report using the existing information on the student data file in the computer.

Once the data files are verified and determined to be free of errors, the user may send the file to the Department of Education via e-mail. This feature is not part of the CASEMIS system.

In addition to these features, the system offers a set of **Tools** that are helpful for working with the student level data file. The utilities contain the latest information on the SELPA and district configuration, file manipulation options, and several other useful features.

CASEMIS STEPS

After you open the CASEMIS software, you will see the opening screen of the application with the logo of the California Department of Education. Follow the steps below to use the various features of the software.

Step 1: If your files are in text (txt) or comma delimited (csv) format, you may extract them into database format (dbf) from the extraction screen dialog box. You will browse and select your file on the left side of the dialog box (txt or csv) and then select what you want to name it on the right side. Warning: **DO NOT TRY TO VERIFY A .CSV OR .TXT FILE!!!** This will produce many errors and cause your computer to appear to ‘lock up’.

It is important to remember that when using a .TXT file, that the date format in that file **MUST BE CCYY/MM/DD** (i.e. 20010630). This is referred to as a year 2000 format and is required for text file format **ONLY**. This is the same format for **ALL** date fields within this file. This file is **SPACE DELIMITED**. This means that all fields are aligned in columns with spaces in between fields **ONLY** if that column of information is not supplied (i.e. Selpa_From). If your .TXT file is using quotes, comma’s, tabs or any other character for a separator, you will get a tremendous amount of errors when you extract to a DBF format.

It is also important to remember that when using a .CSV file, that the date format in that file **MUST BE MM/DD/CCYY** (i.e. 06302002). Note that this format is directly the opposite of the .TXT format. Further, the first record in this type of file is considered a ‘header’ and is deleted by Casemis when you perform the extraction routine. Failure to include a ‘dummy’ or ‘header’ record as your first entry will result in your student file having a count of one less than what you are entitled to.

Step 2: You are ready to verify your files but you must have both your Student data Table and Infant Services Data Table (if your SELPA has infants) ready because you cannot verify a Student Data Table that has infants by itself as you will generate errors. The same argument follows for the Student Data Table and Discipline Data Table. Also, the student ID numbers and selpa code must match if a student has a record in your Student Data Table and in Infant Services Data Table, or in Student Data Table and Discipline Data Table. Once you have all data tables ready, then you can continue on to the next step.

Step 3: You will see icons labeled Extract, Verify, Edit, and Reports. When you pass the mouse over these symbols, a help box shows up explaining what each symbol means. You will click on the one for Verify (paper and magnifying glass).

Step 4: Once the box has opened for the *Verification* process, make sure the correct reporting cycle is selected. For December reporting cycle, if you have an infant file, please make sure to check both boxes; one for Student Data Table and one for the Infant Services Data Table. If you have only the Student Data Table, be sure that the correct box is checked. For End-of-Year reporting cycle, be sure to check all boxes that apply. You must verify your Discipline Data Table at the same time you verify all other data tables. Once you have the boxes you need checked, go to the next section, called tables to verify, and click on the “browse...” button. Go to where your file is located and select your file. If you have an infant table, repeat the process for your infant table. Once your file(s) are listed in the *Tables to Verify* section, click on the *Verify* button on the bottom of the Verify Tables box. CASEMIS will then run through the process of checking for errors, warnings, and duplicates. When verification process is completed, a box is displayed showing how many errors, warnings, and duplicates you have. If you have any errors, warnings, or duplicates, place a check in the box that you wish to view, or print, and then click on the preview button to display or on the printer button to print. All errors must be corrected before CASEMIS will allow you to print a certification page. You can edit your data in CASEMIS to correct any errors, however you should correct the errors in your ‘parent’ system (the system you use to collect your data throughout the year), and repeat the extract/verify process.

To edit a file that doesn’t use a type of “controlled filtering”, use the feature from the “Alpha Menu” (the words File, Data Entry, Tools, etc.). To open this particular editor, select the Tools option, Edit a File. This will allow you to browse for the type of file you want. You can select a file type (DBF, ASCII, CSV) before you browse, or select all files in the file of type selection in the Browse Window. Press escape to exit the window after completing edits. Edits are saved as entries are completed.

Note: If a record is marked for deletion, it will usually have a black rectangular box on the left side. If a record is marked for deletion, it does not mean that the record will be erased until you select Remove Deleted Records from the Table menu. You may still ‘recall’ deleted records until the remove option is selected.

Step 4b: Once your errors have been fixed, you need to re-verify your data tables again. You MUST verify all data tables; CASEMIS Student Data Table, Infant Services Data Table (if any), and Discipline Data Table (if any) together even if you only made changes to one data table. Once you receive the box that shows no errors and you have checked your warnings and any duplicates, you can print your certification page.

Step 5: When you have no errors, and you have checked each of the warnings and duplicates, you can print a certification page. Make sure the only box that has a check in it is your certification page and then click the printer at the bottom of the screen. PLEASE make sure that all “number of records” for your files EXACTLY match the number of records in your files. If all the numbers match, you are ready to email your CASEMIS files and get your certification

page signed by the SELPA Director and fax to the Department of Education, Special Education Division.

Step 6: Address the email to: casemis@cde.ca.gov

Please include your SELPA number and name in your email. This will help process your files faster. Your certification page should be faxed to the Special Education Division the same day your files are sent so that the record numbers can be verified and you will be done with your reporting cycle. Your files are not complete without the certification page. Please fax your certification page to (916) 327-3730, attention CASEMIS. You will receive a response back from CASEMIS once the Department of Education, Special Education Division has been able to verify your files letting you know they were received and everything was fine or if there were any problems with your files. If you do not receive a response, do not assume your files were received.

Additional Features of CASEMIS Software

Chapter V

REPORTING REQUIREMENTS

Each LEA or state-operated program implementing the student level database shall submit to the California Department of Education a copy of their student data file in order to meet the two reporting requirements in 2001-02 school year: (1) the December 1, 2001 Report and (2) the 2001-02 End-of-Year Report. Details of these requirements are discussed in the following pages.

CRITERIA FOR INCLUDING STUDENT IN THE DATABASE

Each agency submitting student level data to the California Department of Education shall meet the following criteria for including a student in the data file.

1.	The CASEMIS Student Data file shall contain one record per student; in order to ensure this, the student identification code shall be determined in such a way that no two students (or no two records) have the same identification code.
2.	The Infant Services Data Table and the Suspension/Expulsion Data Table may have more than one record per student, as applicable.

3.	All students in the data file must be receiving (or have received) special education and related services according to an individualized education program (IEP) or an individualized family service plan (IFSP) and all applicable state and federal laws and regulations.
4.	All data for a student in the student level data file shall be based on the student's IEP.
5.	A student who is receiving (or has received) special education services in a state-operated program for the disabled, shall not be included in the student level data file submitted by an LEA (SELPA). These students shall be reported by the state-operated programs (SOP).
6.	If a student is placed by a SELPA to another SELPA for providing special education services, the SELPA that provides the services to the student shall report the student; the SELPA that placed the student shall not report the student.
7.	If more than one SELPA, county or district provides special education services to a pupil, the agency that provides the most intensive or majority of the services shall report the pupil.
8.	A pupil placed in a nonpublic school or agency (NPS) shall be reported by the school district, county office or the SELPA that made the placement.
9.	A disabled child who is receiving a related service may be reported only if that related service assists the child in benefiting from special education.
10.	A disabled child receiving special education funded by the federal government may be reported only if additional local or state funds are available for nonhandicapped children of that age range.
11.	Native American children on or near a reservation may be reported only if the SELPA provides special education services to these children.
12.	Disabled children on military facilities may be reported only if the SELPA provides special education services to these children.
13.	A child younger than three years with a disability whose services are funded through a contract or vendorization agreement with a regional center of the Department of Developmental Services is not to be included in the reports.

The LEA and the state-operated program shall document the procedures for developing, maintaining, updating, and reporting the student level data file, and keep them at their office for on-site verification by the California Department of Education.

REQUIREMENTS FOR SPECIFIC REPORTS

Each SELPA and SOP shall submit a copy of the **verified** student level data file on-line containing data on all students who meet the following criteria for specific reporting requirements. SELPAs and SOPs shall follow all applicable laws, regulations, and the instructions for each report to determine eligibility for including a student in the data file.

DECEMBER REPORTS

For the December Reporting Cycle, the file shall contain data on each student who is receiving (or has received) special education and/or related services according to an IEP on December 1, 2001. This determination will be based on the entry in the data fields *ENTRY_DATE* and *EXIT_DATE* for each student record. The *ENTRY_DATE* must be on or before December 1, 2001. The *EXIT_DATE* shall be blank or may **not** be before December 1, 2001. A student may not be older than 22 years old as of December 1, 2001.

END-OF-YEAR REPORTS

For the 2001-02 End-of-Year Reporting Cycle, the file shall contain data on *students who have received special education and/or related services for any period of time between July 1, 2001 and June 30, 2002*. This means that the file shall include students who have entered and/or exited *as well as those who have continued through the program during the reporting period*. The determination of this criterion will be based on the data in the fields *ENTRY_DATE* and *EXIT_DATE*. All students shall be included in the file except those whose *EXIT_DATE* is before July 1, 2001 or *ENTRY_DATE* is after June 30, 2002.

Although the End-of-Year data file will contain records of students who are active as well as have exited, all exit reports are generated based on the exited students only.

Reporting Cycles and Data Tables

The SELPA shall submit the completed data tables for each reporting cycle according to the following schedule and specifications:

	<i>December</i>	<i>End-of-Year</i>
A. CASEMIS Student Data Table	Yes	Yes**

B. Infant Services Data Table	Yes	Yes**
C. Discipline Data Table	No	Yes**
D. Alternate Assessment Data Table	No	Yes**
Reporting Date/Period	December 1	7/1/2001 - 6/30/2002
Record Characteristics	As of 12/01/2001	Cumulative**
** The files are cumulative for the 2001-02 school year.		

REPORTING DEADLINES

The deadlines for submitting student data files to the department are:

Reporting Cycle	Deadline
December 1, 2001 Cycle	January 11, 2002
2001-02 End-of-Year Cycle	August 09, 2002

Note that all dates are **receiving dates** by the Department of Education -- not mailing dates by the SELPAs and SOPs.

SENDING FILE TO STATE

We encourage you to send your student data file via internet by the reporting deadline. Send your file to:

casemis@cde.ca.gov

You **must** fax (916-327-3730) or mail the file certification page generated by the system, in order to make your file submission official.

If you are unable to send your file via internet, you may send your file on a diskette or CD-ROM. Make sure that the diskette has appropriate label to identify your SELPA or SOP and the reporting cycle. If your data file requires more than one diskette, identify each diskette in proper sequence.

REMOVING DUPLICATE STUDENTS FROM FILE

In order to eliminate reporting the same student by more than one SELPA, the department will verify the statewide student data file after the submission deadline. The verification will be conducted by comparing selected demographic data fields (*LAST_NAME*, *FIRST_NAME*, *BIRTHDATE*, and *GENDER*, for example) for all students. Reports listing matching students will be sent to the SELPAs involved to examine their file for possible duplication and correction.

It is extremely important that **all SELPAs submit their file by the initial deadline** so the department can verify the file for possible duplicate students. An *unduplicated count* is a mandate under the Individuals with Disabilities Education Act (IDEA). If a single SELPA fails to submit its file by the deadline, the department's effort to eliminate duplicate students from the statewide file would be incomplete. In addition, it delays the other SELPAs, who met the time line, from declaring their file as final.

In order to streamline the process of unduplication, the department will follow the steps listed below:

Step 1:	Following the file submission deadline, the department will verify the statewide student level data file for possible duplicate report of students. This will be done even if the statewide file does not have data from all SELPAs (see step 5 below).
Step 2:	Reports showing possible duplicate students will be sent to the SELPAs involved.
Step 3:	SELPAs shall verify the reports showing possible duplicates against their data file or IEP or any other sources of data, as necessary. They will contact the department within two weeks or as directed in the cover letter to make the necessary corrections or submit a revised file.
Step 4:	After the two-week window period, all revised files or corrections that have been received from SELPAs in step 3 (and files received from SELPAs that failed to meet the initial deadline), the department will verify the statewide student data file once again to determine if any remaining pairs of duplicates fall within chance fluctuation.
Step 5:	If the verification in step 4 shows a duplicate student between a SELPA that had failed to submit a revision or meet the initial timeline and another SELPA that did meet all timelines, the department may exercise its authority to unduplicate the file by removing that student from the SELPA that failed to submit a revision or

	failed to meet the initial timeline.
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The statewide student data file will then be finalized and a report showing the status and count for all SELPAs will be released. The reporting cycle will then be closed.

REVISION OF DATA

The LEAs may revise their student level data after initial submission to the department. This may be done within **two weeks** after the deadline of each report. Each revision **must** contain all items required for initial submission (see Report Checklist in Chapter V).

It is our policy to maintain only the latest version of the data for a particular reporting cycle; therefore, every time an LEA sends a revised data file, it will replace the previous version in our master file, and none of the earlier version(s) can be recovered.

The student data file for a particular report may **not** be revised after two weeks following the reporting deadline.

CERTIFICATION OF DATA

A properly signed **File Certification** page **must** accompany the data, new or revised, in order to comply with the reporting requirements. You **must** generate the file certification page from the CASEMIS system. The certification page **must** be signed by an authorized official of the SELPA or SOP before you send it to the Department of Education. You may fax the certification page to the Department of Education (916-327-3730).

Remember, your data file is not official unless it is certified by the SELPA/SOP director or an authorized official of the agency.

DEFAULTING ON FILE SUBMISSION

If a SELPA or SOP fails to submit data for a reporting cycle by the deadline or fails to meet all the requirements, the Department of Education may exercise one or more of the following options to complete the reporting cycle.

1.	The department will notify the district or county superintendent(s) of the SELPA about the
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	noncompliance;
2.	The department will initiate a process to sanction the salary of the district superintendent(s) for non-compliance with the federal reporting requirements; and
3.	The department may use the lesser of the past two years' data submitted by the SELPA/SOP for the corresponding reporting cycle, should that become necessary.

Note that any of the above actions may result in noncompliance as well as adverse fiscal effect to the SELPA.

REPORT CHECKLIST

Before you send to the Department of Education your data file, new or revised, please make sure that the transmittal package contains the following:

1.	CASEMIS Student Data Table;
2.	Infant Services Data Table, if any;
3.	Discipline Data Table, if any (for the End-of-Year Cycle);
4.	Alternate Assessment Data Table, (for the End-of-Year Cycle); and
5.	File Certification Page generated by CASEMIS, completed and signed.

Your submission of data tables is not official without the Certification Page properly signed.

ADDRESS OF DELIVERY

All physical delivery of reporting materials (data diskettes, certification page, etc.) shall be made by the SELPAs (not by the districts) and SOPs to the Department of Education as follows:

Mailing Address:

California Department of Education
Special Education Division
515 - L Street, Suite 270

Sacramento, CA 95814 - 3321

Attn: Assessment, Evaluation, and Support Unit

If you would like to know whether the department has received your data files after you have mailed it or sent via e-mail, please watch our periodic update during the window period of each reporting cycle on the Internet. We will not be able to send any individual reply in response to your request. As soon as we receive your files, we will include your agency in the next update.

All questions regarding the student database shall be directed to the Special Education Division (see Chapter I for telephone number and address).

SELECTED SECTIONS OF THE STATE LAW

Education Code - Part 30

56601.	(a) Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities pursuant to <i>Section 56602</i> . This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.
	(b) In order to assist the state in evaluating the effectiveness of special education programs, including transition and work experience programs, the superintendent is authorized to collect and utilize social security numbers of individuals with exceptional needs as pupil identification numbers beginning in the 1993-94 fiscal year and phased over a two-year period. In a situation where a social security number is not available, the superintendent shall assign another student identification number for purposes of evaluating special education programs and related services. The superintendent shall not disclose personally identifiable, individual pupil records to any person, institution, agency or organization except as authorized by <i>Section 1232g of Title 20 of the United States Code</i> and <i>Part 99 of Title 34 of the Code of Federal Regulations</i> .
56602.	In accordance with a program evaluation plan adopted pursuant to <i>subdivision (e) of Section 56100</i> , the superintendent shall submit to the board, the Legislature, and the Governor, an annual evaluation of the special education programs implemented under this part. This evaluation shall do all of the following:

	(a) Utilize existing information sources including fiscal records, enrollment data, and other descriptive data, and program reviews to gather ongoing information regarding implementation of programs authorized by this chapter.
	(b) Utilize existing information to the maximum extent feasible to conduct special evaluation studies of issues of statewide concern. The studies may include, but need not be limited to, all of the following:
	(1) Pupil performance. The State Department of Education shall assist special education local plan areas in the development of models of pupil performance in order to determine the success or failure of special education programs and services. As appropriate, special education pupils and parents of special education pupils shall be involved in the development of these models.
	(2) Placement of pupils in least restrictive environments.
	(3) Degree to which services identified in individualized education programs are provided.
	(4) Parent, pupil, teacher, program specialist, resource specialist, and administrator attitudes toward services and processes provided.
	(5) Program costs, including, but not limited to:
	(A) Expenditures for instructional personnel services, support services, special transportation services, and regionalized services.
	(B) Capital outlay costs at the district and school levels, and for special education local plan areas, county offices, state special schools, and nonpublic, nonsectarian schools.
	(C) Funding sources at the district, special education local plan area, county office, state special school, nonpublic, nonsectarian school, and agency levels, including funding provided by state and local noneducational public agencies.
	(c) Identify the numbers of individuals with exceptional needs, their racial and ethnic data, their classification by designated instructional services, resource specialist, special day class or center, nonpublic, nonsectarian schools, and agencies, including pupils referred to and placed in those programs by state and local noneducational public agencies, in accordance with criteria established by the board and consistent with federal reporting requirements.

	(d) The State Department of Education shall, as part of the department's regular data collection process for special education programs, collect data on the types of agencies that provide designated instruction and services or related services that are contracted for by special education local plan areas or programs for the disabled operated by the state pursuant to <i>Public Law 89-313</i> , in order to determine the number of special education pupils who are enrolled in nonpublic, nonsectarian special education schools or who are receiving nonpublic, nonsectarian agency services.
Government Code	
8310.5.	Any state agency, board, or commission which directly or by contract collects demographic data as to the ancestry or ethnic origin of Californians shall use separate collection categories and tabulations for each major Asian and Pacific Islander group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian.
19799.	When any state agency conducts any survey as to the ancestry or ethnic origin of state civil service employees, or maintains any statistical tabulation of minority group employees, it shall use separate collection categories for each major Asian and Pacific Islander group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian in the survey or tabulation.

SELECTED SECTIONS OF THE FEDERAL LAW

20 U.S.C. Chapter 33 (Individuals with Disabilities Education Act, Amendments of 1997)

Section 1401. SHORT TITLE; TABLE OF CONTENTS; FINDINGS; PURPOSES.

(d) PURPOSES-- The purposes of this title are--

- (1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
(B) to ensure that the rights of children with disabilities and parents of such children are protected; and
(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- (2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

- (3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- (4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Section 1402. DEFINITIONS.

Except as otherwise provided, as used in this Act:

(3) CHILD WITH A DISABILITY--

(A) IN GENERAL -- The term “child with a disability” means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

(B) CHILD AGED 3 THROUGH 9.-- The term “child with a disability” for a child aged 3 through 9 may, at the discretion of the State and the local educational agency, include a child--

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, needs special education and related services.

Section 1411. AUTHORIZATION; ALLOTMENT; USE OF FUNDS; AUTHORIZATIONS OF APPROPRIATIONS.

(d) ALLOCATION TO STATES--

(2) INTERIM FORMULA-- Except as provided in subsection (e), the Secretary shall allocate the amount described in paragraph (1) among the States in accordance with section 1411 (a) (3), (4), and (5) and (b) (1), (2), and (3) of this Act, as in effect prior to the enactment of the Individuals with Disabilities Education Act Amendments of 1997, except that the determination of the number of children with disabilities receiving special education and related services under such section 1411 (a) (3) may, at the State’s discretion, be calculated as of the last Friday in October or as of December 1 of the fiscal year for which the funds are appropriated.

Section 1412. STATE ELIGIBILITY.

(a) IN GENERAL-- A State is eligible for assistance under this part for a fiscal year if the State demonstrates to the satisfaction of the Secretary that the State has in effect policies and procedures to ensure that it meets each of the following conditions:

(1) FREE APPROPRIATE PUBLIC EDUCATION--

(A) IN GENERAL-- A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

(B) LIMITATION-- The obligation to make a free appropriate public education available to all children with disabilities does not apply with respect to children:

(i) aged 3 through 5 and 18 through 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in those age ranges; and

(ii) aged 18 through 21 to the extent the State law does not require that special education and related services under this part be provided to children with disabilities who, in the educational placement prior to their incarceration in an adult correctional facility:

(I) were not actually identified as being a child with a disability under section 1402(3) of this Act; or

(II) did not have an Individualized Education Program under this part.

(2) FULL EDUCATIONAL OPPORTUNITIES GOAL-- The State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal.

(3) CHILD FIND--

(A) IN GENERAL-- All children with disabilities residing in the State, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

(B) CONSTRUCTION-- Nothing in this Act requires that children be classified by their disability so long as each child who has a disability listed in section 1402 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under this part.

(16) PERFORMANCE GOALS AND INDICATORS-- The State--

(A) has established goals for the performance of children with disabilities in the State that--

(i) will promote the purposes of this Act, as stated in section 1401(d); and

(ii) are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State;

(B) has established performance indicators the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates;

(C) Every two years, report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under subparagraph (A); and

(D) based on its assessment of that progress, will revise its State improvement plan under subpart 1 of part D as may be needed to improve its performance, if the State receives assistance under that subpart.

(17) PARTICIPATION IN ASSESSMENTS--

(A) IN GENERAL-- Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency--

(i) develops guidelines for participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs, and

(ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

(B) REPORTS-- The State educational agency makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

(i) The number of children with disabilities participating in regular assessments.

(ii) The number of those children participating in alternate assessments.

(iii) (I) The performance of those children on regular assessments (beginning not later than July 1, 1998) and on alternate assessments (not later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

(II) Data relating to the performance of children described under subclause (I) shall be disaggregated--

(aa) or assessments conducted after July 1, 1998; and

(bb) for assessments conducted before July 1, 1998, if the State is required to disaggregate such data prior to July 1, 1998.

(22) SUSPENSION AND EXPULSION RATES--

(A) IN GENERAL-- The State educational agency examines data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--

(i) among local educational agencies in the State; or

(ii) compared to such rates for nondisabled children within such agencies.

(B) REVIEW AND REVISION OF POLICIES-- If such discrepancies are occurring, the State educational agency reviews and, if appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that such policies, procedures, and practices comply with this Act.

Section 1413. LOCAL EDUCATION AGENCY ELIGIBILITY.

(a) IN GENERAL-- A local education agency is eligible for assistance under this part for a fiscal year if such agency demonstrates to the satisfaction of the State educational agency that it meets each of the following conditions:

(6) INFORMATION FOR STATE EDUCATIONAL AGENCY-- The local educational agency shall provide the State educational agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (16) and (17) of section 1412(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Section 1414. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.

(a) EVALUATIONS AND REEVALUATIONS--

(1) INITIAL EVALUATIONS--

(A) educational agency shall conduct a full and individual initial evaluation, in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.

(2) REEVALUATIONS-- A local educational agency shall ensure that a reevaluation of each child with a disability is conducted--

(A) if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every 3 years; and

(B) in accordance with subsections (b) and (c).

Section 1415. PROCEDURAL SAFEGUARDS.

(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING—

(1) AUTHORITY OF SCHOOL PERSONNEL—

(A) School personnel under this section may order a change in the placement of a child with a disability—

(i) to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent

such alternatives would be applied to children without disabilities);
and

(ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if—

- (I) the child carries a weapon to school or to a school function under the jurisdiction of a State or local educational agency; or
- (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a State or local educational agency.

(B) Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A) –

- (i) if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or
- (ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

Section 1418. PROGRAM INFORMATION.

(a) IN GENERAL-- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide data each year to the Secretary--

(1) (A) on--

- (i) the number of children with disabilities, by race, ethnicity, and disability category, who are receiving a free appropriate public education;
- (ii) the number of children with disabilities, by race and ethnicity, who are receiving early intervention services;
- (iii) the number of children with disabilities, by race, ethnicity, and disability category, who are participating in regular education;
- (iv) the number of children with disabilities, by race, ethnicity, and disability category, who are in separate classes, separate schools or facilities, or public or private residential facilities;
- (v) the number of children with disabilities, by race, ethnicity, and disability category, who, for each year of age from age 14 to 21, stopped receiving special education and related services because of program completion or other reasons and the reasons why those children stopped receiving special education and related services;
- (vi) the number of children with disabilities, by race and ethnicity,

who, from birth through age two, stopped receiving early intervention services because of program completion or for other reasons; and

(vii) (I) the number of children with disabilities, by race, ethnicity, and disability category, who under subparagraphs (A)(ii) and (B) of section 1415(k)(1), are removed to an interim alternative

educational setting;

(II) the acts or items precipitating those removals; and

(III) the number of children with disabilities who are subject to long-term suspensions or expulsions; and

(B) on the number of infants and toddlers, by race and ethnicity, who are at risk of having substantial developmental delays (as described in section 1432), and who are receiving early intervention services under part C; and

(2) on any other information that may be required by the Secretary.

(b) SAMPLING-- The secretary may permit States and the Secretary of the Interior to obtain the data described in subsection (a) through sampling.

(c) DISPROPORTIONALITY--

(1) IN GENERAL-- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race is occurring in the State with respect to--

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 1402(3); and

(B) the placement in particular educational settings of such children.

(2) REVIEW AND REVISION OF POLICIES, PRACTICES, AND PROCEDURES-- In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, in accordance with paragraph (1), the State or the Secretary of the Interior, as the case may be, shall provide for the review and, if appropriate, revision of the policies, procedures, and practices used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this Act.

Section 1432. DEFINITIONS.

As used in this part:

(3) DEVELOPMENTAL DELAY-- The term ‘developmental delay’, when used with respect to an individual residing in a State, has the meaning given such term by the State under section 1435(a)(1).

Section 1435. REQUIREMENTS FOR STATEWIDE SYSTEM.

(a) IN GENERAL-- A statewide system described in section 1433 shall include, at a minimum, the following components:

(1) A definition of the term ‘developmental delay’ that will be used by the State in carrying out programs under this part.

34 CFR Part 300

Section 300.753. Annual report of children served -- criteria for counting children.

- (a) The SEA may include in its report children with disabilities who are enrolled in a school or program that is operated or supported by a public agency, and that --
- (1) Provides them with both special education and related services that meet State standards;
 - (2) Provides them only with special education, if a related service is not required, that meets State standards; or
 - (3) In the case of children with disabilities enrolled by their parents in private schools, provides them with special education or related services under sections 300.452-300.462 that meet State standards.
- (b) The SEA may not include children with disabilities in its report who are receiving special education funded solely by the Federal Government, including children served by the Department of Interior, the Department of Defense, or the Department of Education. However, the State may count children covered under section 300.184(c)(2).

Section 300.455. Services provided.

- (a) *General.*
- (b) *Services provided in accordance with a services plan.*
- (1) Each private school child with a disability who has been designated to receive services under section 300.452 must have a services plan that describes the specific special education and related services that the LEA will provide to the child in light of the services that the LEA has determined, through the process described in sections 300.453-300.454, it will make available to private school children with disabilities.
 - (2) The services plan must, to the extent appropriate --
 - (i) Meet the requirements of section 300.347, with respect to the services provided; and
 - (ii) Be developed, reviewed, and revised consistent with sections 300.342-300.346.

Section 300.342. When IEPs must be in effect.

Section 300.343. IEP meetings.

Section 300.344. IEP team.

Section 300.345. Parent participation.

Section 300.346. Development, review, and revision of IEP.

Section 300.347. Content of IEP.

LIST OF DATA FIELDS 2001-02

The following pages list all data fields in the three data tables in DBF file format. Each list identifies a data field by: (1) the field number, (2) field name, (3) field type, (4) width of the field, and (5) if the field has any decimal point (numeric fields only).

For detail information on these fields (such as: codes, definitions, format, etc.), see *Chapters II and III* in this manual.

Table A: CASEMIS Student Data Table				
<i>Field No.</i>	<i>Field Name</i>	<i>Type</i>	<i>Width</i>	<i>Dec</i>
1	REPT_DATE	Date	8	
2	SELPA_CODE	Character	4	
3	SELPA_FROM	Character	4	
4	DIST_SERV	Character	7	
5	DIST_RESI	Character	7	
6	SCH_CODE	Character	7	
7	SCH_TYPE	Character	2	
8	LAST_NAME	Character	15	
9	FIRST_NAME	Character	15	
10	STUDENT_ID	Character	16	
11	CSIS_ID	Character	10	

12	SSN	Character	9	
13	BIRTHDATE	Date	8	
14	GENDER	Character	1	
15	ETHNICITY1	Character	3	
16	ETHNICITY2	Character	3	
17	ETHNICITY3	Character	3	
18	ETHNICITY4	Character	3	
19	ETHNICITY5	Character	3	
20	ETHNICITY6	Character	3	
21	ELL	Character	1	
22	HOME_LANG	Character	2	
23	PIAN_TYPE	Character	1	
24	REFR_DATE	Date	8	
25	MIGRANT	Character	1	
26	RESID_STAT	Character	2	
27	ENTRY_DATE	Date	8	
28	LAST_IEP	Date	8	
29	LAST_EVAL	Date	8	
30	DISABILITY	Character	3	
31	SOLE_LOW	Character	1	
32	PRESCH_SET	Character	2	
33	OUT_REGCLS	Character	3	
34	GRADE	Character	2	
35	WORKAB	Character	1	
36	TRAN_LANG	Character	1	
37	SERVICE1	Character	2	
38	SERVICE2	Character	2	
39	SERVICE3	Character	2	
40	SERVICE4	Character	2	
41	SERVICE5	Character	2	
42	SERVICE6	Character	2	
43	SERVICE7	Character	2	
44	SERVICE8	Character	2	
45	PARTICIP	Character	2	
46	EXIT_DATE	Date	8	
47	EXIT_RESON	Character	2	

Table B: Infant Services Data Table				
1	REPT_DATE	Date	8	
2	SELPA_CODE	Character	4	
3	STUDENT_ID	Character	16	
4	CSIS_ID	Character	10	
5	SERVICE	Character	2	
6	AGENCY	Character	2	
7	LOCATION	Character	3	
8	FREQUENCY	Character	2	
9	DURATION	Character	4	
Table C: Discipline Data Table				
1	REPT_DATE	Date	8	
2	SELPA_CODE	Character	4	
3	STUDENT_ID	Character	16	
4	CSIS_ID	Character	10	
5	DSPL_DATE	Date	8	
6	DSPL_TYPE	Character	1	
7	DSPL_BY	Character	2	
8	DSPL_DAYS	Character	3	
9	REASON1	Character	2	
10	REASON2	Character	2	
11	REASON3	Character	2	
12	DSPL_STAT	Character	2	
Table D: Alternate Assessment Data Table				
1	REPT_DATE	Date	8	
2	SELPA_CODE	Character	4	
3	STUDENT_ID	Character	16	
4	CSIS_ID	Character	10	
5	FUNCTIONAL	Character	2	
6	CURRICULAR	Character	2	
7	MASTERY	Character	2	
8	ALT_REASON	Character	2	
9	SOURCE1	Character	2	
10	SOURCE2	Character	2	

SELPA CODE LIST: 2001-02

The following pages list the SELPA and SOP codes, the SELPA/SOP name, and the name of the administrative unit of the SELPA or SOP. These codes have been developed by the department in the same manner as the CDS (county-district-school) coding system. Note that a SELPA configuration may change from year to year, and it is important that you use the correct code to identify your SELPA or SOP.

Local Education Agencies		
Code	Name of SELPA	Administrative Unit
0111	Mid-Alameda County SELPA	Castro Valley Unified
0112	North Region SELPA	Alameda City Unified
0113	Oakland Unified	Oakland Unified
0114	Tri-Valley SELPA	Livermore Unified
0115	Mission Valley SELPA	Fremont Unified
0400	Butte County SELPA	Butte County Schools
0500	Tri-County SELPA	Tuolumne County Schools
0600	Colusa County SELPA	Colusa County Schools
0701	Contra Costa SELPA	Acalanes Union High
0711	Mt. Diablo Unified	Mt. Diablo Unified
0712	West Contra Costa Unified	West Contra Costa Unified
0901	El Dorado County SELPA	El Dorado County Schools
0911	Tahoe-Alpine SELPA	Lake Tahoe Unified
1001	Fresno County SELPA	Fresno County Schools
1011	Fresno Unified	Fresno Unified
1012	Clovis Unified	Clovis Unified
1100	Glenn County SELPA	Glenn County Schools
1200	Humboldt-Del Norte SELPA	Humboldt County Schools
1300	Imperial County SELPA	Imperial County Schools
1400	Inyo County SELPA	Inyo County Schools
1501	Kern County SELPA	Kern County Schools
1511	Bakersfield City Elementary	Bakersfield City Elementary
1512	Kern Union High	Kern Union High
1600	Kings County SELPA	Kings County Schools
1700	Lake County SELPA	Lake County Schools
1800	Lassen County SELPA	Lassen County Schools
1901	La County Court Schools	La County Court Schools
1902	Downey-Montebello SELPA	Los Angeles County Schools
1903	East San Gabriel Valley	Los Angeles County Schools
1904	Mid Cities SELPA	Los Angeles County Schools
1905	Puente Hills Service Area	Los Angeles County Schools
1906	Santa Clarita Valley SELPA	Los Angeles County Schools
1907	Southwest Service Area	Los Angeles County Schools
1908	West San Gabriel Valley SELPA	Los Angeles County Schools
1911	Antelope Valley SELPA	Los Angeles County Schools
1912	Foothill SELPA	Glendale Unified
1913	Long Beach Unified	Long Beach Unified
1914	Los Angeles Unified	Los Angeles Unified
1915	Norwalk-La Mirada/Abc SELPA	Norwalk-La Mirada Unified

1916	Pasadena Unified	Pasadena Unified
1917	Tri-Cities SELPA	Santa Monica-Malibu Unified
1918	Whittier Area SELPA	Whitter Union High
2000	Madera-Mariposa Counties SELPA	Madera County Schools
2100	Marin County SELPA	Marin County Schools
2300	Mendocino County SELPA	Mendocino County Schools
2400	Merced County SELPA	Merced County Schools
2500	Modoc County SELPA	Modoc County Schools
2600	Mono County SELPA	Mono County Schools
2700	Monterey County SELPA	Monterey County Schools
2800	Napa County SELPA	Napa County Schools
3001	North Orange County SELPA	Orange County Schools
3002	South Orange County SELPA	Orange County Schools
3011	Anaheim Elementary	Anaheim Elementary
3012	Garden Grove Unified	Garden Grove Unified
3013	Greater Anaheim SELPA	Anaheim Union High
3014	Irvine Unified	Irvine Unified
3015	Newport-Mesa Unified	Newport-Mesa Unified
3016	Northeast Orange County	Placentia Unified
3017	Orange Unified	Orange Unified
3018	Santa Ana Unified	Santa Ana Unified
3019	Tustin Unified	Tustin Unified
3020	West Orange County SELPA	Huntington Beach Union High
3100	Placer-Nevada Counties SELPA	Placer County Schools
3200	Plumas Unified	Plumas Unified
3301	Riverside County SELPA	Riverside County Schools
3311	Corona-Norco Unified	Corona-Norco Unified
3312	Riverside Unified	Riverside Unified
3313	Moreno Valley Unified	Moreno Valley Unified
3401	Sacramento County SELPA	Sacramento County Schools
3411	Elk Grove Unified	Elk Grove Unified
3412	Sacramento City Unified	Sacramento City Unified
3413	San Juan Unified	San Juan Unified
3500	San Benito County SELPA	San Benito County Schools
3601	Desert Mountain SELPA	San Bernardino County Schools
3602	East Valley Consortium SELPA	San Bernardino County Schools
3603	West End SELPA	San Bernardino County Schools
3611	Morongo Unified	Morongo Unified
3612	San Bernardino City Unified	San Bernardino City Unified
3613	Fontana Unified	Fontana Unified
3701	East County SELPA	San Diego County Schools
3702	North Coastal SELPA	San Diego County Schools
3703	North Inland SELPA	San Diego County Schools
3704	South Bay Service Area	San Diego County Schools

3711	Poway Unified	Poway Unified
3712	San Diego City Unified	San Diego City Unified
3800	San Francisco Unified	San Francisco Unified
3901	San Joaquin County SELPA	San Joaquin County Schools
3911	Lodi Area SELPA	Lodi Unified
3912	Stockton City Unified	Stockton City Unified
4000	San Luis Obispo County	San Luis Obispo County Schools
4100	San Mateo County SELPA	San Mateo County Schools
4200	Santa Barbara County SELPA	Goleta Union Elementary
4301	Santa Clara Area 1 SELPA	Santa Clara County Schools
4302	Santa Clara Area 2 SELPA	Santa Clara County Schools
4303	Santa Clara Area 3 SELPA	Santa Clara County Schools
4304	Santa Clara Area 4 SELPA	Santa Clara County Schools
4305	Santa Clara Area 5 SELPA	Santa Clara County Schools
4306	Santa Clara Area 6 SELPA	Santa Clara County Schools
4307	Santa Clara Area 7 SELPA	Santa Clara County Schools
4401	North Santa Cruz Co. SELPA	Santa Cruz County Schools
4411	Pajaro Valley Joint Unified	Pajaro Valley Joint Unified
4500	Shasta County SELPA	Shasta County Schools
4600	Sierra County SELPA	Sierra County Schools
4700	Siskiyou County SELPA	Siskiyou County Schools
4801	Solano County SELPA	Solano County Schools
4811	Vallejo City Unified	Vallejo City Unified
4900	Sonoma County SELPA	Sonoma County Schools
5001	Stanislaus County SELPA	Stanislaus County Schools
5011	Modesto City Schools	Modesto City High
5100	Sutter County SELPA	Sutter County Schools
5200	Tehama County SELPA	Tehama County Schools
5300	Trinity County SELPA	Trinity County Schools
5400	Tulare County SELPA	Tulare County Schools
5600	Ventura County SELPA	Ventura County Schools
5700	Yolo County SELPA	Yolo County Schools
5800	Yuba County SELPA	Yuba County Schools

<i>State Operated Programs</i>		
7100	California State Special Schools	California State Special Schools
7200	California Youth Authority	California Youth Authority
7300	California Department Of Developmental Services	Ca. Dept.Of Dev. Services

LIST OF LANGUAGES AND CODES

The list of languages and corresponding codes used in the database structure are presented in the following pages. Two lists are provided for your convenience. They are: (1) in numeric order of codes with countries of origin and (2) in alphabetical order of languages.

LANGUAGES WITH COUNTRIES OF ORIGIN
(In Numeric Order of Codes)

<i>Languages and Codes</i>		<i>Countries of Origin</i>
00	English	England, United States
01	Spanish	Spain, Europe, Latin America
02	Vietnamese	Vietnam, Asia
03	Cantonese	China, Asia
04	Korean	Korea, Asia
05	Pilipino (Tagalog)	The Philippines, Asia
06	Portuguese	Portugal, Europe, Brazil
07	Mandarin (Putonghua)	China, Asia
08	Japanese	Japan, Asia
09	Khmer (Cambodian)	Kampuchea, Asia
10	Lao	Laos, Asia
11	Arabic	Saudi Arabia, Middle East, North Africa
12	Armenian	Russia, Europe
13	Burmese	Burma, Asia
14	Croatian	Yugoslavia, Europe
15	Dutch	Netherlands, Europe
16	Farsi (Persian)	Iran, Middle East
17	French	France, Europe
18	German	Germany, Europe
19	Greek	Greece, Europe
20	Chamorro (Guamanian)	Guam, Pacific Islands
21	Hebrew	Israel, Middle East
22	Hindi	India, Asia
23	Hmong	Thailand, Vietnam, Asia
24	Hungarian	Hungary, Europe
25	Ilocano	The Philippines, Asia
26	Indonesian	Indonesia, Asia
27	Italian	Italy, Europe
28	Punjabi	India, Pakistan, Asia
29	Russian	Russia, Europe
30	Samoan	Samoa, Pacific Islands
31	Serbian	Serbia, Europe
32	Thai	Thailand, Asia
33	Turkish	Turkey, Middle East
34	Tongan	Tonga, Pacific Islands
35	Urdu	Pakistan, India, Asia
36	Cebuano (Visayan)	The Philippines, Asia
37	Sign Language	United States

38	Ukrainian	USSR, Europe
39	Chaozhou (Chaochow)	Chinese Dialect, China
40	Pashto	Pakistan, Afganistan, Asia
41	Polish	Poland, Europe
42	Assyrian	Iraq, Middle East
43	Gujarati	India, Asia
44	Mien	China, Asia
45	Rumanian	Romania, Europe
46	Taiwanese	Taiwan, China, Asia
47	Lahu	China, Asia
48	Marshallese	Marshall Islands, Pacific Islands
49	Mixteco	Mexico, North America
50	Khmu	Laos, Asia
51	Kurdish	Iraq, Iran, Middle East
52	Serbo-Croatian	Serbia, Europe
53	Toishanese	Chinese Dialect (YUE), China
54	Chaldean	Iraq
56	Albanian	Albania, Serbia
57	Tigrinya	Not Available
99	Other-non-English Languages	Not Available

LANGUAGES IN ALPHABETICAL ORDER AND CODES

56	Albanian
11	Arabic
12	Armenian
42	Assyrian
13	Burmese
03	Cantonese
36	Cebuano (Visayan)
54	Chaldean
20	Chamorro (Guamanian)
39	Chaozhou (Chaochow)
14	Croatian
15	Dutch
00	English
16	Farsi (Persian)
17	French
18	German
19	Greek
43	Gujarati
21	Hebrew

22	Hindi
23	Hmong
24	Hungarian
25	Ilocano
26	Indonesian
27	Italian
09	Khmer (Cambodian)
08	Japanese
50	Khmu
04	Korean
51	Kurdish
47	Lahu
10	Lao
07	Mandarin (Putonghua)
48	Marshallese
44	Mien
49	Mixteco
99	Other non-English Languages
40	Pashto
05	Pilipino (Tagalog)
41	Polish
06	Portuguese
28	Punjabi
45	Rumanian
29	Russian
30	Samoan
31	Serbian
52	Serbo-Croatian
37	Sign Language
01	Spanish
46	Taiwanese
32	Thai
57	Tigrinya
53	Toishanese
34	Tongan
33	Turkish
38	Ukrainian
35	Urdu
02	Vietnamese

LIST OF ERRORS AND WARNINGS

CASEMIS software generates three types of errors and warnings while verifying student level data tables. These are: (1) file verification errors, (2) file verification warnings, and (3) warnings for possible duplicate records.

In the next pages these errors and warnings are listed in numerical order with explanations of the message and how to correct them. All **errors must be corrected** and the **warning messages must be verified** to make sure they are not errors.

FILE VERIFICATION ERRORS	
Error	Error Message and Explanation
E-301	<p>SELPA_CODE IS IN ERROR</p> <p>The entry in the field <i>SELPA_CODE</i> is not one of the codes listed in <i>Appendix D</i>, or the field is blank. Enter the correct four-digit code for your SELPA or SOP.</p>
E-302	<p>SELPA_FROM CODE IS IN ERROR</p> <p>The entry in the field <i>SELPA_FROM</i> is not one of the codes listed in <i>Appendix D</i>. Enter the correct code from the SELPA code list.</p>
E-303	<p>DIST_SERV CODE IS IN ERROR</p> <p>The entry in the field <i>DIST_SERV</i> is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit <i>DIST_SERV</i> code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the <i>California Public School Directory</i>.</p>
E-304	<p>DIST_RESI CODE IS IN ERROR</p> <p>The entry in the field <i>DIST_RESI</i> is not a valid district code or the field is blank. Please verify the code against the CDS (county-district-school) codes published in the <i>California Public School Directory</i> and enter the correct code.</p>
E-305	<p>STUDENT_ID IS BLANK</p> <p>There is no entry in the field <i>STUDENT_ID</i>. This field must contain a student identification code, assigned by the SELPA or SOP.</p>
E-306	<p>DUPLICATE STUDENT, SEE RECORD NNNNNN</p> <p>The entry in the field <i>STUDENT_ID</i> is the same as in another record in the file. The entry in the field <i>STUDENT_ID</i> must be unique -- no two students in the same SELPA/SOP can have the same code in the field <i>STUDENT_ID</i>.</p>
E-308	<p>SSN CODE IS IN ERROR</p> <p>The entry in the field <i>SSN</i> (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.</p>

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E-309	<p>DUPLICATE SSN, SEE RECORD NNNNNN</p> <p>The entry in the field <i>SSN</i> (social security number) is the same as in another record in the file. The <i>SSN</i> must be unique -- no two students may have the same social security number.</p>
E-401	<p>REPT_DATE IS NOT MM/DD/CCYY</p> <p>The entry in the field <i>REPT_DATE</i> is not one of the dates for the state reporting requirements, or the field is blank. See <i>Chapter III</i> for correct reporting dates under this field. Enter appropriate date to correct the error.</p>
E-405	<p>SCH_CODE IS BLANK</p> <p>The entry in the field <i>SCH_CODE</i> is blank. This field must have a seven-digit school code from the <i>California Public School Directory</i> or <i>California Private School Directory</i>. If a numeric code for a school of attendance is not available from the above two documents, enter the first seven letters of the name of the school.</p>
E-407	<p>SCH_TYPE CODE IS IN ERROR</p> <p>The entry in the field <i>SCH_TYPE</i> is not one of the codes listed under the field. Please enter correct code.</p>
E-408	<p>LAST_NAME IS BLANK OR IN ERROR</p> <p>The entry in the field <i>LAST_NAME</i> is blank or the name starts with a blank. Enter the correct last name.</p>
E-409	<p>FIRST_NAME IS BLANK OR IN ERROR</p> <p>The entry in the field <i>FIRST_NAME</i> is blank or the name starts with a blank. Enter the correct first name.</p>
E-410	<p>BIRTHDATE IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>BIRTHDATE</i> or the entry in the field is not a valid date. Enter the correct date in this field.</p>
E-411	<p>BIRTHDATE IS AFTER REPORTING DATE</p> <p>The entry in the field <i>BIRTHDATE</i> is after <i>REPT_DATE</i>. <i>BIRTHDATE</i> can never be after the reporting date. Enter correct date(s) in either or both fields.</p>

E-412	<p>AGE IS 23 OR OVER FOR ACTIVE STUDENT</p> <p>The age of an active student (who is still in the program) computed as of the <i>REPT_DATE</i> cannot be 23 years or more. If the <i>BIRTHDATE</i> is in error, enter the correct date in the <i>BIRTHDATE</i> field. If, however, the student is over age 22, the student can no longer be an active student; in that case, exit the student with an appropriate date in the field <i>EXIT_DATE</i>.</p>
E-413	<p>AGE IS OVER 23 UPON EXIT</p> <p>The age of the student is over 23 as of the <i>EXIT_DATE</i>. A student can, at most, be 23 years old upon exit from special education. If the <i>BIRTHDATE</i> is incorrect, causing this error, enter correct <i>BIRTHDATE</i>. If the <i>EXIT_DATE</i> is incorrect, enter the correct <i>EXIT_DATE</i>.</p>
E-414	<p>BIRTHDATE IS AFTER EXIT_DATE</p> <p>The entry in the field <i>BIRTHDATE</i> is after <i>EXIT_DATE</i>. <i>BIRTHDATE</i> can not be after exit date. Enter correct date(s) in one or both fields.</p>
E-415	<p>GENDER IS NOT M OR F</p> <p>The entry in the field <i>GENDER</i> is not "M" or "F". Enter correct entry in the field.</p>
E-416	<p>ETHNICITY CODE IS IN ERROR</p> <p>The <i>ETHNICITY</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-417	<p>ELL CODE IS IN ERROR</p> <p>The entry in the field <i>English Language Learner</i> is not "T", "Y", "F", "N" or blank. Enter the correct code in this field.</p>
E-418	<p>ELL TRUE FOR HOME_LANG ENGLISH</p> <p>The entry in the field English Language Learner is "T" or "Y", while the entry in the field <i>HOME_LANG</i> is "00" or blank (English). A student can not be limited English proficient, if <i>HOME_LANG</i> is English. Enter the correct code in LEP and/or <i>HOME_LANG</i> field(s).</p>
E-419	<p>HOME_LANG CODE IS IN ERROR</p> <p>The <i>HOME_LANG</i> code is not one of those listed under this field. Enter the correct code in this field.</p>

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E-430	<p>MIGRANT CODE IS IN ERROR</p> <p>The entry in the field <i>MIGRANT</i> is not "T", "Y", "F", "N" or blank. Enter the correct code in this field.</p>
E-431	<p>RESID_STAT CODE IS IN ERROR</p> <p>The <i>RESID_STAT</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-432	<p>ENTRY_DATE IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>ENTRY_DATE</i> or the entry in the field is not a valid date. Enter the correct date of first entry into special education in this field.</p>
E-433	<p>ENTRY_DATE IS BEFORE BIRTHDATE</p> <p>The date in the field <i>ENTRY_DATE</i> is before <i>BIRTHDATE</i>. Entry date can not be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>ENTRY_DATE</i> and/or <i>BIRTHDATE</i> field(s).</p>
E-434	<p>ENTRY_DATE IS AFTER REPORTING DATE</p> <p>The date in the field <i>ENTRY_DATE</i> is after <i>REPT_DATE</i>. Entry date can not be after the reporting date. Enter correct date(s) in <i>ENTRY_DATE</i> and/or <i>REPT_DATE</i> field(s).</p>
E-435	<p>LAST_IEP IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>LAST_IEP</i> or the entry in the field is not a valid date. Enter the correct date of the last IEP meeting in this field.</p>
E-436	<p>LAST_IEP IS BEFORE BIRTHDATE</p> <p>The date in the field <i>LAST_IEP</i> is before <i>BIRTHDATE</i>. <i>LAST_IEP</i> can not be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>LAST_IEP</i> and/or <i>BIRTHDATE</i> field(s).</p>
E-437	<p>LAST_IEP MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>LAST_IEP</i> is a future date or projected date, based on the calendar and clock in your computer. The date of last IEP meeting must be an actual date that took place in the past -- not a meeting date in the future. Enter the latest IEP meeting date in this field.</p>

E-438	<p>LAST_EVAL IS BEFORE BIRTHDATE</p> <p>The date in the field <i>LAST_EVAL</i> is before <i>BIRTHDATE</i>. The date of last evaluation can not be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>LAST_EVAL</i> and/or <i>BIRTHDATE</i> field(s).</p>
E-439	<p>LAST_EVAL MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>LAST_EVAL</i> is a future date or projected date, based on the calendar and clock in your computer. The date of last evaluation must be an actual date that took place in the past -- not a projected date in the future. Enter the latest evaluation date in this field.</p>
E-440	<p>LAST_EVAL IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>LAST_EVAL</i> or the entry in the field is not a valid date. Enter the correct date of the last evaluation in the field.</p>
E-442	<p>DISABILITY CODE IS IN ERROR</p> <p>The first two digits in the field <i>DISABILITY</i> are not 01-13. The third digit in this field is not verified. Enter the correct code under this field.</p>
E-450	<p>GRADE IS IN ERROR</p> <p>The <i>GRADE</i> code is not one of those listed under this field. The entry in this field must be 01-18. Enter the correct code in this field.</p>
E-451	<p>GRADE IS GG FOR AGE AA</p> <p>The entry in the field <i>GRADE</i> is "13" (12+/transition) for age under 16. It is highly unlikely for a special education student under 16 to be in a community college or in a postsecondary program. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-452	<p>GRADE IS GG FOR AGE AA</p> <p>The student is at least three years younger than the normal age for the reported <i>GRADE</i>. It is highly unlikely for a special education student of age "AA" to be in <i>GRADE</i> "GG". Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-453	<p>GRADE IS GG FOR AGE AA</p> <p>The student is at least five years older than the normal age for the reported <i>GRADE</i>. It is highly unlikely for a student of age "AA" to be in <i>GRADE</i> "GG". Enter the</p>

	correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i> . You may also use code "15" (ungraded) to correct the error.
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E-454	<p>AGE IS AA FOR GRADE INFANT</p> <p>The student is more than four years old for infant <i>GRADE</i>. Infant <i>GRADE</i> is limited to age group 0-2 years only. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-455	<p>GRADE IS PRESCHOOL FOR AGE AA</p> <p>The student is less than two or more than seven years old for preschool <i>GRADE</i>. Preschool <i>GRADE</i> is limited to age group 3-5 years only. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-456	<p>GRADE IS KINDERGARTEN FOR AGE AA</p> <p>The student is less than three years old for kindergarten. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-457	<p>GRADE IS KINDERGARTEN FOR AGE AA</p> <p>The student is more than ten years old for kindergarten. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E-465	<p>SERVICE1 CODE IS IN ERROR</p> <p>The <i>SERVICE1</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-466	<p>SERVICE2 CODE IS IN ERROR</p> <p>The <i>SERVICE2</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-467	<p>SERVICE3 CODE IS IN ERROR</p> <p>The <i>SERVICE3</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-468	<p>SERVICE4 CODE IS IN ERROR</p> <p>The <i>SERVICE4</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-469	<p>IMPROPER SERVICE CODE FOR AGE AA</p> <p>The entry in one or more of the fields <i>SERVICE1</i>, <i>SERVICE2</i>, <i>SERVICE3</i>,</p>

	<i>SERVICE4, SERVICE5, SERVICE6, SERVICE7, or SERVICE8</i> is "67" (specialized driver training) for a student of age less than 15. Enter the correct code in the appropriate <i>SERVICE</i> field(s) or in <i>BIRTHDATE</i> .
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E-470	<p>IMPROPER SERVICE CODE FOR DISABILITY AAA</p> <p>The entry in one or more of the <i>SERVICE</i> fields (<i>SERVICE1</i> through <i>SERVICE8</i>) is "71" (specialized services for low incidence disabilities) for a student whose disability is not a low incidence disability (Hard of Hearing, Deaf, Visual Impairment, Orthopedic Impairment, and Deaf-Blindness). Enter the correct code in the appropriate <i>DIS</i> field(s) or in <i>DISABILITY</i>.</p>
E-472	<p>DUPLICATE ETHNICITY CODE</p> <p>Two or more of the entries in the fields <i>ETHNICITY1-6</i> have the same code. An ethnicity code may only be used once per student.</p> <p>Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).</p>
E-480	<p>EXIT_DATE IS BEFORE ENTRY_DATE</p> <p>The date in the field <i>EXIT_DATE</i> is before <i>ENTRY_DATE</i>. A student can not exit from the program before entering the program. Enter correct date(s) in <i>EXIT_DATE</i> and/or <i>ENTRY_DATE</i> field(s).</p>
E-481	<p>EXIT_DATE IS BEFORE REPORTING DATE</p> <p>The date in the field <i>EXIT_DATE</i> is before <i>REPT_DATE</i>. For the December enrollment reports, an active student can not exit before the reporting date. Enter correct date(s) in <i>EXIT_DATE</i> and/or <i>REPT_DATE</i> field(s).</p>
E-482	<p>EXIT_DATE MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>EXIT_DATE</i> is a future date according to the calendar and clock in the computer. By definition, an exit date is an actual date of exit from the program -- not a projected date of exit. Enter the actual exit date in the field <i>EXIT_DATE</i>.</p>
E-484	<p>NO EXIT_DATE FOR EXIT_RESON NN</p> <p>There is no entry in the field <i>EXIT_DATE</i> but there is an entry "NN" in the field <i>EXIT_RESON</i>. A student can have an exit reason only after the student has exited the program. Enter the exit date in the field <i>EXIT_DATE</i> or if the student has not exited the program, leave <i>EXIT_RESON</i> field blank.</p>
E-486	<p>EXIT_DATE IS BEFORE MM/DD/CCYY</p> <p>The date in the field <i>EXIT DATE</i> is before the starting date "MM/DD/CCYY" of</p>

	the school year in the End-of-Year data file. A student may not have exited before the school year to be in the End-of-Year data file. Enter the correct <i>EXIT_DATE</i> or remove the record from the End-of-Year data file.
E-487	<p>EXIT_RESON CODE IS IN ERROR</p> <p>The entry in the field <i>EXIT_RESON</i> is not one of those listed under this field. Enter the correct code in <i>EXIT_RESON</i> field.</p>

E-488	<p>STUDENT GRADUATING AT AGE NN</p> <p>The entry in the field <i>EXIT_RESON</i> is "71" (graduated from high school with diploma) or "72" (graduated from high school certificate of completion or other than diploma.) or "81" (GED) for a student under age 16. It is highly unlikely for a student to graduate under age 16. If the <i>BIRTHDATE</i> is incorrect, causing this error, enter the correct <i>BIRTHDATE</i>. Otherwise, enter the correct code in the field <i>EXIT_RESON</i>.</p>
E-489	<p>MAXIMUM AGE TO EXIT MUST BE >=21</p> <p>The entry in the field <i>EXIT_RESON</i> is "73" (maximum age) for age less than 21. A student exiting special education as a result of reaching maximum age must be of age 21 or more. Enter the correct code in the field <i>EXIT_RESON</i>. If the <i>BIRTHDATE</i> is in error, enter the correct <i>BIRTHDATE</i>.</p>
E-490	<p>LAST_IEP IS AFTER EXIT_DATE</p> <p>The entry in the field <i>LAST_IEP</i> is after <i>EXIT_DATE</i>. The <i>LAST_IEP</i> date must be before <i>EXIT_DATE</i> for a student. Please verify the date(s) and/or correct the error(s).</p>
E-491	<p>LAST_EVAL IS AFTER EXIT_DATE</p> <p>The entry in the field <i>LAST_EVAL</i> is after <i>EXIT_DATE</i>. The <i>LAST_EVAL</i> date must be before <i>EXIT_DATE</i> for a student. Please verify the date(s) and/or correct the error(s).</p>
E-610	<p>REFR_DATE IS BEFORE BIRTHDATE</p> <p>The entry in the field <i>REFR_DATE</i> is before the date in the field <i>BIRTHDATE</i>. A student can not be referred for determining eligibility for special education before birthdate. Please verify the entries in these two fields and correct the error.</p>
E-611	<p>REFR_DATE IS AFTER REPT_DATE</p> <p>The entry in the field <i>REFR_DATE</i> is after the date in the field <i>REPT_DATE</i>. If a student is referred after the reporting date, the student may not be part of the data file for the reporting cycle. Please enter correct date(s) or remove the record from the data table.</p>
E-612	<p>REFR_DATE IS BLANK FOR INFANT</p> <p>There is no entry in the field <i>REFR_DATE</i> for an infant (age 0-2). Please enter the referral date for the infant or if the <i>BIRTHDATE</i> of the student is incorrect, enter</p>

	the correct birthdate.
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E-615	<p>SOLE_LOW CODE IS IN ERROR</p> <p>The entry in the field <i>SOLE_LOW</i> is not one of the codes on the list under this data field for an infant (age 0-2) who has a low-incidence disability (Hearing Impairment, Deafness, Visual Impairment, Orthopedic Impairment or Deaf-blindness) in the field <i>DISABILITY</i>. If the entry in the field <i>DISABILITY</i> is not “020”, “030”, “050”, “070” or “100”, please leave this field (<i>SOLE_LOW</i>) blank.</p>
E-620	<p>PRESCH_SET CODE IS IN ERROR</p> <p>The entry in the field <i>PRESCH_SET</i> is not one of the codes on the list under this data field. Please enter correct code.</p> <p>There MUST be an entry in this field for students ages 3-5.</p>
E-621	<p>PRESCH_SET CODE IS FOR UNDER AGE 3</p> <p>There is an entry in the field <i>PRESCH_SET</i> for a student under age 3. A student must be at least 3 years old to be in a preschool setting. If the student's birthdate is in error, correct the birthdate or leave the field blank.</p>
E-625	<p>OUT_REGCLS CODE IS IN ERROR</p> <p>The entry in the field <i>OUT_REGCLS</i> is not a valid code. Please verify the entry and correct the error.</p>
E-640	<p>SERVICE5 CODE IS IN ERROR</p> <p>The <i>SERVICE5</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-641	<p>SERVICE6 CODE IS IN ERROR</p> <p>The <i>SERVICE6</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-642	<p>SERVICE7 CODE IS IN ERROR</p> <p>The <i>SERVICE7</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E-643	<p>SERVICE8 CODE IS IN ERROR</p> <p>The <i>SERVICE8</i> code is not one of those listed under this field. Enter the correct code in this field.</p>

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E-650	<p>PARTICIP CODE IS IN ERROR</p> <p>The <i>PARTICIP</i> code is not one of those listed under this field for grades 2-11 <i>or</i> for age ≥ 7 and grade=15 (Ungraded). Enter the correct code in this field.</p>
E-710	<p>NO INFANT SERVICES TABLE FOR INFANT</p> <p>There is no infant services data table for an infant (age 0-2) in the CASEMIS Student Data File. Unless an infant receives early intervention service(s) in an Infant Services Data Table, there may not be an infant in the CASEMIS Student Data Table. Please remove the record or correct the error.</p>
E-711	<p>NO SERVICES RECORD FOR INFANT</p> <p>There is no record in the Infant Services Data Table for this infant (age 0-2) in the CASEMIS Student Data Table. An infant must have a record for service(s) in the Infant Services Data Table. Please correct the error.</p>
E-721	<p>NO INFANT RECORD FOR SERVICES</p> <p>A record was found in the Infant Services Data Table (Table B) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For a valid entry in the Infant Services Data Table, there MUST be a record with the same <i>SELPA_CODE</i> and <i>STUDENT_ID</i> for that infant in the CASEMIS Student Data Table. Please verify the data and correct the error.</p>
E-722	<p>INFANT SERVICE CODE IS IN ERROR</p> <p>The entry in the field <i>SERVICE</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E-723	<p>AGENCY CODE IS IN ERROR</p> <p>The entry in the field <i>AGENCY</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E-724	<p>LOCATION CODE IS IN ERROR</p> <p>The entry in the field <i>LOCATION</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E-725	<p>FREQUENCY CODE IS IN ERROR</p> <p>The entry in the field <i>FREQUENCY</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>

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E-726	<p>DURATION CODE IS IN ERROR</p> <p>The entry in the field <i>DURATION</i> is not one of the codes on the list under the field. Please verify the entry and correct the error. This number cannot be less than 10.</p>
E-730	<p>AGE OF INFANT IS 3 OR OVER</p> <p>The age of infant in Infant Services Data Table is 3 years or more as of <i>REPT_DATE</i>. By definition, an infant in the Infant Services Data Table may not be 3 years or over as of the reporting date. Please verify the <i>BIRTHDATE</i> of the infant in CASEMIS Student Data Table and correct the error. If the <i>BIRTHDATE</i> is correct, remove the record from Infant Services Data Table.</p>
E-750	<p>NO STUDENT RECORD FOR DISCIPLINE DATA</p> <p>A record was found in the Discipline Data Table (Table C) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For an entry in the Discipline Data Table, there MUST be a record with the same <i>SELPA_CODE</i> and <i>STUDENT_ID</i> for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.</p>
E-751	<p>DSPL_DATE IS BEFORE /AFTER SCHOOL YEAR</p> <p>The date in the field <i>DSPL_DATE</i> is either before or after the duration of the school year. If the data of the disciplinary action was before the school year or after the school year, the incident shall not be reported in the current year's data table. Please correct the error.</p>
E-752	<p>DSPL_TYPE CODE IS IN ERROR</p> <p>The entry in the field <i>DSPL_TYPE</i> is not "S" or "E". Please correct the error.</p>
E-753	<p>DSPL_DAYS CODE IS IN ERROR</p> <p>The entry in the field <i>DSPL_DAYS</i> is not a valid code. Please check the entry and correct the error. Note that the number of days cannot be more than 365.</p>
E-755	<p>REASON1 CODE IS IN ERROR</p> <p>The entry in the field <i>REASON1</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code. Note that this field cannot be left blank.</p>
E-756	<p>REASON2 CODE IS IN ERROR</p>

	The entry in the field <i>REASON2</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code.
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E-757	<p>REASON3 CODE IS IN ERROR</p> <p>The entry in the field <i>REASON3</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code.</p>
E-758	<p>DSPL_STAT CODE IS IN ERROR</p> <p>The entry in the field <i>DSPL_STAT</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code.</p>
E-770	<p>WORKAB CODE IS IN ERROR</p> <p>The entry in the field <i>WORKAB</i> is not one of the codes listed under the field. Please verify the entry and correct the error.</p>
E-771	<p>PLAN_TYPE IS IN ERROR</p> <p>The entry in the field <i>PLAN_TYPE</i> is not 1,2, or is not one of the codes listed under the field. Please verify the entry and correct the error.</p>
E-773	<p>SERVICE2-8 NOT EMPTY, SERVICE1 IS EMPTY</p> <p>Service1 MUST have valid entry. Please verify and correct error.</p>
E-774	<p>THERE ARE DUPLICATES IN FIELDS SERVICE1-8</p> <p>Service1 MUST have valid entry. Fileds SERVICE1-8 must NOT have duplicate entries. Please verify and correct error.</p>
E-775	<p>TRAN_LANG CODE IS IN ERROR</p> <p>The entry in the field <i>TRAN_LANG</i> is not T, Y, F, N or blank. Please verify the entry and correct the error.</p>
E-776	<p>INFANT SERVICE CODE DUPLICATE FOUND</p> <p>In Table B: Infant Services Data Table, the same <i>SERVICE</i> code is used more than once for same infant. An INFANT SERVICE code may only be used once per infant.</p> <p>Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).</p>
E-777	<p>INFANT SERVICE CODE 21, 22, 23 NOT FOUND</p>

	<p>In Table B: Infant Services Data Table, must have one and only one of these code per infant.</p> <p>Please verify the entry and correct the error.</p>
E-778	<p>MULTIPLE INFANT SERVICE CODE 21, 22, 23</p> <p>In Table B: Infant Services Data Table, must have one and only one of these code per infant.</p> <p>Please verify the entry and correct the error.</p>
E-780	<p>SERVICE1 CODE IS BLANK</p> <p>SERVICE1 MUST have valid entry. Please verify and correct error.</p>
E-781	<p>SERVICE1 NOT BLANK FOR INFANT</p> <p>SERVICE1 MUST have valid entry. Please verify and correct error.</p>

FILE VERIFICATION WARNINGS	
Warning	Warning Message and Explanation
W-503	<p>RESID_STAT CODE IS 71 OR 72</p> <p>The entry in the field <i>RESID_STAT</i> is "71" (State Hospital) or "72" (Developmental Center) for an LEA. These codes are generally used by the state operated programs and they are not meant for the LEAs, unless there are special circumstances. Make sure it is not an error.</p> <p>Also make sure that the student is not reported by both agencies.</p>
W-504	<p>RESID_STAT CODE IS NOT 71 OR 72</p> <p>The entry in the field <i>RESID_STAT</i> is not "71" (State Hospital) or "72" (Developmental Center) for corresponding <i>PLACEMENT</i> codes in programs operated by the Department of Developmental Services (DDS). Please verify the entries in these two fields to make sure the codes are correct.</p>
W-505	<p>RESID_STAT CODE IS NOT 60</p> <p>The entry in the field <i>RESID_STAT</i> is not "60" for programs operated by the California Youth Authority. It is unlikely that the individuals under these institutions have different residential status. Make sure that it is not an error.</p>
W-509	<p>GRADE IS GG FOR AGE AA</p> <p>The entry in the field <i>GRADE</i> is "13" (12+/transition) for age under 17. It is highly unlikely, if not impossible, to be in community college or in a postsecondary program for a student under age 17. Check the <i>GRADE</i> code and the <i>BIRTHDATE</i> to make sure there is no error.</p>
W-510	<p>GRADE IS GG FOR AGE AA</p> <p>The student is at least two years younger than the normal age for the reported <i>GRADE</i>. Please check the field(s) <i>BIRTHDATE</i> and/or <i>GRADE</i> to make sure this is not an error.</p>
W-511	<i>AGE IS AA FOR GRADE INFANT</i>

	The age of the student is more than three years while <i>GRADE</i> is "16" (Infant). Generally, a student in an infant program is under three years of age. Make sure this is not an error.
W-512	<p>GRADE IS PRESCHOOL FOR AGE NN</p> <p>The entry in the field <i>GRADE</i> is "17" (Preschool) for age higher than six years. Normally, the preschool program is for students who are of age group 3-5, although there may be exceptions. Make sure that the <i>BIRTHDATE</i> and <i>GRADE</i> fields have the correct codes.</p>
W-513	<p>GRADE IS KINDERGARTEN FOR AGE AA</p> <p>The entry in the field <i>GRADE</i> is "18" (Kindergarten) for age less than four years. Normally the age of a kindergarten student is five years. Make sure this is not an error.</p>
W-530	<p>LAST_IEP IS OVER ONE YEAR</p> <p>The entry in the field <i>LAST_IEP</i> is more than one year before the <i>REPT_DATE</i> or more than one year before the <i>EXIT_DATE</i> if there is an entry in the field <i>EXIT_DATE</i>. Please make sure this is not an error.</p>
W-531	<p>LAST_EVAL IS OVER THREE YEARS</p> <p>The entry in the field <i>LAST_EVAL</i> is more than three years before the <i>REPT_DATE</i> or more than three years before the <i>EXIT_DATE</i> if there is an entry in the field <i>EXIT_DATE</i>. Please make sure this is not an error.</p>
W-550	<p>DUPLICATE RECORD? PLEASE VERIFY</p> <p>The student has the same <i>LAST_NAME</i>, <i>FIRST_NAME</i>, <i>BIRTHDATE</i>, and <i>GENDER</i> as another student in the data table. Please verify all other information in the record for these students and make sure they are not the same student. If the records are about the same student, remove all but one record on the student from the table.</p>

Appendix G**DEFINITION OF SELECTED TERMS**

This appendix presents the definitions of selected terms used in the database structure, and specifically referred to in the definition of data fields.

Ethnic Categories
Native American: A Native American is a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Chinese: A person having origins in any of the original peoples of China.
Japanese: A person having origins in any of the original peoples of Japan.
Korean: A person having origins in any of the original peoples of Korea.
Vietnamese: A person having origins in any of the original peoples of Vietnam.

Asian Indian: A person having origins in any of the original peoples of the Indian subcontinent.
Laotian: A person having origins in any of the original peoples of Laos.
Cambodian: A person having origins in any of the original peoples of Cambodia.
Other Asian: A person having origins in any of the original peoples of the other Asian countries not listed above, e.g., Thailand, Indonesia, and Tibet.
Hawaiian: A person having origins in any of the original peoples of the Hawaiian islands.
Guamanian: A person having origins in any of the original peoples of the island of Guam.
Samoaan: A person having origins in any of the original peoples of the Samoan islands.
Tahitian: A person having origins in any of the original peoples of the Tahitian islands.
Other Pacific Islander: A person having origins in any of the original peoples of the Polynesian, Micronesian or Melanesian islands except Hawaiian, Samoan, Guamanian or Tahitian islands. (Excludes the Philippine Islands.)
Filipino: A person having origins in any of the original peoples of the Philippine Islands.
Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin -- regardless of race.
African-American: A person having origins in any of the black racial groups of Africa.
White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Egypt, Portugal, and Iran.

Residential Status
Parent Or Legal Guardian: This includes natural or adoptive parents and surrogate parents or other persons or relatives who have legal custody of children.
Licensed Children's Institution (LCI): Licensed Children's Institution is a residential facility which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. "Licensed Children's Institution", in addition, includes a group home as defined by <i>subdivision (a) of Section 80001 of Title 22 of the California Code of Regulations</i> . See <i>Education Code Section 56155.5(a)</i> for exclusions.
Foster Family Home (FFH): Foster Family Home is a family residence which is licensed by the state, or other public agency which has delegated authority by contract with the state to license), to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs. "Foster family home", in addition, includes a small family home as defined in <i>paragraph (6) of subdivision (a) of Section 1502 of the Health and Safety Code (E.C. 56155.5(b))</i> .
Hospital: A public hospital, state-licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes. (<i>E.C. 56167(a)</i>). It does not include state hospital (see below).
Residential School: A Residential School is a nonsectarian school where a student with exceptional needs resides on a 24-hour basis and receives special education and related services at the school. This includes both public and private facilities.
Incarcerated Institution: Individuals with exceptional needs who have been adjudicated by the juvenile court, for placement in a juvenile hall or juvenile home, day center, ranch, or camp, or for individuals with exceptional needs placed in a county community school (<i>E.C. 56150</i>); includes placement in California Youth Authority and other public correctional institutions.
State Hospital: A state hospital is a residential facility operated by the California Department of Developmental Services (DDS).
Developmental Center: A Developmental Center is a residential facility operated by the California Department of Developmental Services (DDS).

Disability Categories
Mental Retardation (MR): Mental Retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child's educational performance. <i>(34 CFR Sec. 300.7(c)(6)).</i>
Hard of Hearing (HH): Hard of Hearing means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf in this section.
Deafness (DEAF): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. <i>(34 CFR Sec. 300.7(c)(3))</i>
<p>Hearing Impairment (HI): Hearing Impairment is a federal category of disability which includes both hard of hearing and deaf individuals as defined above.</p> <p>For federal reporting purposes the category Hearing Impaired includes the category Deaf and Hard of Hearing.</p>
Speech or Language Impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance. <i>(34 CFR Sec. 300.7(c)(11))</i>
Visual Impairment (VI): Visually Impaired, including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. <i>(34 CFR Sec. 300.7(c)(13)).</i>
<p>Emotional Disturbance (ED): Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance:</p> <ul style="list-style-type: none"> A. An inability to learn which cannot be explained by intellectual, sensory, or health factors; B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C. Inappropriate types of behavior or feeling under normal circumstances; D. A general pervasive mood of unhappiness or depression; or E. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. <i>(34 CF Sec. 300.7(c)(4)).</i></p>

<p>Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). <i>(34 CFR Sec. 300.7(b)(6) Sec. 300.7(c)(8))</i></p>
<p>Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. <i>(34 CFR Part 300.7 (c) (9)).</i></p>
<p>Established Medical Disability (EMD): A disabling medical condition or congenital syndrome that the individual education program (IEP) team determines has a high predictability of requiring special education and services. <i>(CA Ed Code, Section 56441.11(d)) [Note: This eligibility category is only applicable for children ages 0-5]</i></p>
<p>Specific Learning Disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or-using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. <i>(34 CFR Sec. 300.7(c)(10)).</i></p>
<p>Deaf-Blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. <i>(34 CFR Sec. 300.7(c)(2)).</i></p>
<p>Multiple Disabilities (MD): Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.,) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. <i>(34 CFR Sec. 300.7(c)(7)).</i></p>

Autism (AUT): Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of "autism" after age three, that child could be diagnosed as having "autism" if the criteria in the above paragraph are satisfied. (34 CFR Sec. 300.7(c)(1)).

Traumatic Brain Injury (TBI): Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 CFR Sec. 300.7(c)(12))

Special Education Service Categories

Regular Class with Accommodations: Student is educated in the general education classroom. Accommodations to the general education curriculum are determined and implemented through collaboration between general and special education personnel.

Resource Services (school-based program): Services to address student's IEP goals are provided in an integrated resource program including general education and special education program options.

Resource Specialist Program: Resource Program Specialist Program is a special education service that provides instruction and services to those students whose needs have been identified in an IEP, and are assigned to regular classroom teachers for the majority of a school day.

Special Day Inclusion Services: Student is educated in the general education classroom. Modifications to the general curriculum are usually required more than 50% of the school day.

<p>Special Day Class in public integrated facility: is a placement setting that provides intensive instruction and services to pupils when the nature or severity of the disability precludes their participation in the regular school program for a majority of a school day.</p> <p>This includes children placed in self-contained special classrooms with part-time instruction in a regular class or self-contained special classrooms full-time on a regular school campus. (<i>E.C. 56364</i>).</p>
<p>Special Day Class in public separate facilities: a placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a public separate facility.</p>
<p>Special Day Class in nonpublic school: a placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a nonpublic facility.</p>
<p>Language And Speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included.</p> <p>Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.</p>
<p>Home And Hospital: Services delivered in the home or hospital to a student when, for medical reasons (including psychiatric reasons) or any other reasons, the student is unable to attend school.</p>
<p>Adapted Physical Education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (<i>CCR Title 5 Sec. 3051.5</i>).</p>
<p>Audiological Services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (<i>CCR Title 5 Sec. 3051.2</i>)</p>

<p>Individual Counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. <i>(34 CFR Sec. 300.24(b)(2), (CCR Title 5 Sec. 3051.9).</i></p>
<p>Group Counseling: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. <i>(34 CFR Sec. 300.24.(b)(2)); CCR Title 5 Sec. 3051.9)</i></p>
<p>Guidance Services: Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. <i>(34 CFR 300.306; CCR Title 5 Sec 3051.9).</i></p>
<p>Occupational Therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.</p> <p>Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. <i>(CCR Title 5 Sec. 3051.6, E.C. Part 30 Sec. 56363).</i></p>
<p>Physical Therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. <i>(B&PC Ch. 5.7, CCR Title 5 Sec. 3051.6, EC Part 30 Sec. 56363, GC-Interagency Agreements Ch. 26.5 Sec. 7575(a)(2)).</i></p>

<p>Orientation And Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.</p>
<p>Parent Counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. <i>(34 CFR Sec. 300.24(b)(7); CCR Title 5 Sec 3051.11).</i></p>
<p>Social Work Services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. <i>(34 CFR Sec. 300.24(b)(13) ; CCR Title 5 Sec 3051.13).</i></p>
<p>Vocational Education Training: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.</p>
<p>Recreational Services: Therapeutic recreation programs assist the student in becoming as independent as possible in leisure activities and recreation programs in schools and community agencies. <i>(Title V Section 3051.15).</i></p>
<p>Individual And Small Group Instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.</p>
<p>Vision Services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.</p> <p>It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. <i>(CAC Title 5 Sec. 3030(d), EC 56364.1).</i></p>

<p>Specialized Driver Training: Any specialized or modified instructions needed to supplement the regular driver training program. (<i>Title V Section 3051.8(a)</i>).</p>
<p>Psychological Services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.</p> <p>These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (<i>CFR Part 300 Sec. 300.24</i>).</p> <p>IEP-required psychological services are expected to supplement the regular guidance and counseling program. (<i>34 CFR Sec. 300.24</i>); <i>CCR Title 5 Sec 3051.10</i>).</p>
<p>Specialized Services For Low Incidence Disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (<i>CCR Title 5 Sec. 3051.16 & 3051.18</i>).</p>
<p>Health And Nursing -- Specialized Physical Health Care Services: This includes specialized services provided pursuant to an IEP, such as catheterization, gavage feeding, suctioning, nebulizer treatments, blood glucose monitoring, administration of oxygen, plus any other specialized services in an education setting that may be provided by a trained staff member and does not require the direction or supervision of a physician. (<i>EC 49423.5(b)</i>)</p>
<p>Health And Nursing -- Other Services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.</p> <p>IEP-required health and nursing services are expected to supplement the regular health services program. <i>34 CFR 300.306</i>; <i>CCR Title 5 Sec 3051.12</i>).</p>
<p>Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.</p> <p>This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (<i>CCR Title 5, Sec. 3051.16</i>)</p>

<p>Education Technological Services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students.</p>
<p>Behavior Management Services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. <i>(Title V Section 3001(d)).</i></p>
<p>Assistive Services: The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. <i>(34 CFR Part 300.6).</i></p>
<p>Braille Transcription: Any transcription services to convert materials from print to Braille. It may include text books, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.</p>
<p>Reader Services: Any specialized assistance given to the visually impaired student for the purpose of orally reading material the student cannot read independently. This may include, but is not limited to, assistive technology such as a closed circuit TV reader, or peer assigned to read to the student. This does not include instruction in the process of learning how to read.</p>
<p>Note Taking Services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.</p>
<p>Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.</p>
<p>Vocational Counseling: This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. <i>(Title V Section 3051.14).</i></p>
<p>Deaf And Hard of Hearing Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. <i>(Title V Sections 3051.16 and 3051.18).</i></p>

Respite Care Services: Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability **(Note: only for infants and toddlers from birth through 2, but under 3.)**

Federal Placement Categories

Outside Regular Class 0-20%: Special education services for the student are provided outside regular class less than 21 percent of day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

Outside Regular Class 21-60: Special education services for the student are provided outside regular class at least 21 percent of day and no more than 60 percent of day. This may include children with disabilities placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Outside Regular Class 61% or more: Special Education services for the student are provided outside of regular class more than 60 percent of day. This category may include children placed in:

- self-contained special classrooms with part-time instruction in regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Do not include children who received education programs in public or private separate day or residential facilities.

Public Separate School: Public separate school means public separate day school facilities where students with disabilities receive special education services for a majority of the school day. This may include children placed in:

- public day schools for students with disabilities; or
- public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.

Private Separate School: Private separate school (under the federal placement categories) is a nonpublic day school, program or agency where students with disabilities receive special education services for a majority of the school day at public expense. It does **not** include private residential schools. Note that this definition is not the same as Nonpublic placement setting in California.

<p>Public Residential School: Public residential school is a public residential facility where students with disabilities receive special education services for a majority of the school day.</p>
<p>Private Residential School: Private residential school (under the federal placement categories) is a nonpublic residential facility where students with disabilities receive special education services for a majority of the school day at public expense. It does not include private day schools. Note that this definition is not the same as Nonpublic placement setting in California.</p>
<p>Homebound/Hospital Program: This category includes students with disabilities who are placed in and receive special education services in hospital programs or homebound programs.</p> <p>It includes state hospitals, developmental centers, and community projects operated by the state agency of developmental services. It also includes teaching hospitals.</p>
<p>Correctional Facility: This category is used when students with disabilities receive special education services in a correctional institution. This includes (a) short-term detention facilities (community-based or residential) or (b) correctional facilities operated by the Department of Corrections and the California Youth Authority.</p> <p>Note that students reported under this category are duplicated counts. An agency reporting students in correctional facilities shall also report the same students under other appropriate federal placement categories.</p>
<p>Other Private School: Other private school (under the federal placement categories) is an option when students with disabilities are placed by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources. Special education services are provided at public expense by an LEA or SELPA through an Individualized Services Plan (ISP) in accordance with the district's policy for serving a proportionate share of students with disabilities in private schools.</p> <p>Note that the students reported under this category are duplicated counts. These students are also reported in other federal placement categories.</p>

Selected School Types
<p>Public Day School: Day schools operated or administered by a public agency to provide instruction in general education. This includes schools listed in the <i>California Public Schools Directory</i> published by the California Department of Education. This category does not include residential school, or other types of schools listed under this field.</p>
<p>Public Residential School: Schools operated or administered by a public agency to provide instruction in general education, where students reside at the same location. This category does not include any other types of schools listed under this field.</p>
<p>Continuation School: Continuation schools primarily serve students 16 through 18 years old by providing individualized instruction and flexible scheduling to meet their individual graduation needs, while allowing them to comply with the compulsory part-time attendance laws. It, also, is mandated to provide guidance, placement, and follow-up services to students. (<i>EC 48400-48454, CAC Title 5 Sec 11000-11010</i>).</p>
<p>Education Clinic: Education clinic provides appropriate educational services to school dropouts through recruitment or referral. These services may include: instruction in basic academic skills, motivation, employment or re-entry orientation. The goal is transition to either public school, diploma equivalency program, vocational program, military or other service program, or post-secondary education.</p>
<p>Alternative Work Education Center: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis; and provide classroom instruction, on-the-job training, career counseling and placement services. (<i>EC 52900</i>).</p>
<p>Work-Study Program: A program administered by the Student Aid Commission to provide an opportunity for college students to earn money while gaining experience in educationally beneficial or career-related employment. (<i>EC 69951</i>).</p>
<p>Independent Study: An alternative to classroom instruction consistent with a school district's course of study. This is an instructional strategy (not a categorical program) that responds to an individual's needs and styles of learning. (<i>EC 46300(3), 51745-51749.5, CCR Title 5 Sec 11700-11703</i>).</p>
<p>Alternative Education: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis. (<i>EC 52900</i>).</p>

<p>Juvenile Court Schools: An alternative program that serves the educational needs of students who are under the protection or authority of the Juvenile Court or local school district. The County Office of Education provides for the education programs in juvenile ranches, camps and schools, as well as juvenile halls. Students are placed in juvenile court schools when referred by the juvenile court or a deputy probation officer. These programs seek to transition the students back to an appropriate educational, training, and/or employment setting upon release or after the court terminates jurisdiction. (<i>W&IC Sec 202 et seq., EC Sec 1980 et seq.</i>).</p>
<p>Community School: An alternative program that serves the educational needs of students. The County Office of Education provides for the education programs in community schools. Students are placed in community schools when expelled from school, or referred by a School Attendance Review Board (SARB). These programs seek to transition the students back to an appropriate educational, training, and/or employment setting. This also includes district operated community schools.</p>
<p>Correctional Institution Or Incarcerated Facility: It is an institution run by the California Department of Corrections, California Youth Authority or any other public agency where an individual is detained for infraction with the law and where educational classes provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.</p>
<p>Home School At Parent's Home: An alternative to classroom instruction when a medical report states and certifies that the student's diagnosed condition prevents him/her from attending a school setting. Instruction may be delivered individually, in small groups or by teleclass. (<i>Title V, Section 3051.4</i>).</p>
<p>Hospital Facility: The educational needs of students who are placed or who reside in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the responsibility of and provided by the district or county office in which the hospital or facility is located. (<i>EC 56167-56168</i>).</p>
<p>Community College: This includes specialized services and educational programs offered by the post-secondary community colleges for students over high school age in academics, reading and mathematics labs, and vocational, career, and community development skills.</p>
<p>Adult Education Program: This includes programs, such as, parenting, basic education, high school diploma, English as a second language, citizenship, short-term vocational programs, older adults, adults with disabilities, home economics education, and health and safety in order to provide or improve the skills of adults.</p>
<p>Charter School (operated BY a LEA/district): Charter schools that are deemed to be a public school within the District/SELPA participate in either the same manner as other schools within the District or as described in a memorandum of understanding.</p>

<p>Charter School (operated AS an LEA/district): Charter schools that are deemed a local education agency for the purpose of special education must participate in an approved special education local plan (SELPA) as an LEA. (EC 56195.1 sections (a), (b), or (c) (20 USC 1400 et seq., EC 47641 (a), AB 1115, Chapter 78, Statutes of 1999).</p>
<p>Head Start Program: A part-day comprehensive child development program for children 3-5 years of age from low-income families. Services are provided in this program through four components: education, social services, parent involvement and health. Head Start is mandated to make a minimum of 10% of its enrollment opportunities available for preschool age children with disabilities.</p>
<p>Child Development Or Child Care Facility: Any residence or building, or part thereof, in which child care and development services are provided. The facility must be licensed by the State Department of Social Services.</p>
<p>State Preschool Program: Part-day comprehensive developmental programs for children 3-5 years of age from low-income families. The programs include educational development, health services, parent education and participation, program evaluation, and staff development.</p>
<p>Private Preschool: A preschool program operated by a private agency, that provides basic supervision, age appropriate activities, nutrition, and parent education for preschool children ages 3-5.</p>
<p>Extended Day Care: An extended school day program that provides educational activities that are appropriate to the ages of the students and that capture the students' interests and needs. (EC 58752).</p>
<p>Nonpublic Day School: A nonpublic, nonsectarian day school (under the field <i>SCH_TYPE</i>) that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department (EC 56034).</p>
<p>Nonpublic Residential School: A nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department. This school provides an educational program at the same location where the student resides (often a licensed children's institution). (EC 56034).</p>
<p>Private Day School (Not Certified By Special Education): A school, sectarian or nonsectarian, which is not administered by a public agency and does not provide special education services. Students attending this school do not reside at the school premises. Services are provided through an ISP, in accordance with district policy for serving students in private schools.</p>

Private Residential School (Not Certified By Special Education): A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education and services. The student resides at this school, although private residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are provided through an ISP, in accordance with district policy for serving students in private schools.

Parochial School: A school that is affiliated with or run by a religious organization.

Infant Service Location

Program Designed for Children with Developmental Delay or Disabilities: This refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.

Program Designed for Typically Developing Children: Services are provided in a facility regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children served in regular nursery schools and child care centers.

Residential Facility: Residential facility refers to a treatment facility which is not primarily medical in nature, where the infant or toddler currently resides in order to receive early intervention services.

Home: Services are provided in the principal residence of the child's family or caregivers.

Hospital (Inpatient): Hospital refers to a residential medical facility. Child must be receiving services on an inpatient basis.

Service Provider Location: Provider location services are provided at a center, clinic, or hospital, where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.

Other Location or Setting: Any service setting not included in the settings or programs listed above. For example, if the only component of the infant's

Preschool Placement Categories

Early Childhood Setting: This is a placement setting where children receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to:

- Regular kindergarten classes;
- Public or private preschools;
- Head Start Centers;
- Child care facilities;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Home/early childhood combinations;
- Home/Head Start combinations; and
- Other combinations of early education settings.

Early Childhood Special Education Setting: This is a placement setting where children receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings. This may include, but is not limited to:

- Special education classrooms in regular school buildings;
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and
- Special education classrooms in trailers or portables outside regular school buildings.

Home: This is the setting when children receive all of their special education and related services in the principal residence of the child's family or caregivers.

Part-time Early Childhood/Part-time Childhood Special Education setting: This is a setting when children receive services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children *without* disabilities, and (2) special education and related services are provided in programs designed primarily for children *with* disabilities. This may include, but is not limited to:

- Home/early childhood special education combinations;
- Head Start, child care, nursery school facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class;
- Regular kindergarten classes with special education provided outside of the regular class;
- Separate school/early childhood combinations; and
- Residential facility/early childhood combinations.

Residential Facility: This is where children receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Separate school: This is a setting where children receive all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.

Itinerant Service Outside the Home (Optional): This is a setting where children receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This does not include children receiving services at home; those children are reported under "Home"). These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting. Children receiving all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for longer than three hours must be reported under early childhood special education setting or early childhood setting. Depending on whether the program was designed primarily for students with or without disabilities.

Reverse Mainstream Setting (Optional): This is a setting where children receive all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

Reasons for Exiting Special Education
Returned To Regular Education: Students whose IEP's have been met, are no longer eligible to receive Special Education services, and did not exit from the education system. This also includes infants and preschoolers who are no longer eligible for receiving special education and related services.
Graduated With Diploma: Students who exited the education system through receipt of a high school diploma identical to that for which non-disabled students are eligible.
Graduated With Certificate of Completion or Other Than a Diploma: Students who exited the education system through the receipt of a certificate of completion or fulfillment of an IEP or other than a diploma.
Reached Maximum Age: Students who exited the education system as a consequence of reaching the maximum age (22 or higher) for receiving special education, and did not receive a diploma or certificate of completion.
<p>Dropped Out: Students who exited the education system by formally withdrawing from school without completing the education program, or were absent from the school for more than 45 days.</p> <p>For federal reporting purposes the term “dropped out” will include runaways, expulsions, status unknown and other exiters not listed in other categories.</p>
Moved, and Known to be Continuing (TRANSFER): Students who exited the system by formally or informally transferring to another education agency, within or outside the SELPA, where the student is known to be enrolled in special education programs.
Deceased: Students who exited the education system as a result of death.
Parent Withdrawal: Students who exited the special education program as a result of withdrawal from the program by the parent. Also includes student withdrawal (18 years or older).
<p>Moved, and Not Known to be Continuing: Students who exited from special education program as a result of moving from their reported place of residence, and for whom no information on continuation of special education services is available.</p> <p>The use of this category requires the LEA verify the family's is no longer at the last known residence.</p>

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